



DEPARTMENT OF EDUCATION

Dr. Jennifer McCormick
Superintendent of Public Instruction

Working Together for Student Success

Title I – 1003(g) School Improvement Grant Application SY 2017-2018

LEAs must submit an application for EACH school applying for 1003(g) to 1003g@doe.in.gov.

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/Eligible Entity	New Albany Floyd County Schools		Corp #	2400	
School	S. Ellen Jones Elementary		School #	1981	
Superintendent Name	Dr. Bradley J. Snyder		Email	bsnyder@nafcs.k12.in.us	
Title I Administrator Name	Mr. Tony Duffy		Email	tduffy@nafcs.k12.in.us	
Principal	Dr. Tamara Swarens		Email	tswarens@nafsc.k12.in.us	
Mailing Address	600 E. 11 th Street	City	New Albany	Zip Code	47150
Telephone	812-542-5508	Fax	812-542-4790		
Total Funding Request	\$1,469,510				

Select Application Type: ☒ Transformation ☐ Turnaround ☐ Early Learning ☐ Whole School Reform ☐ Restart ☐ Closure

Part 2: Grant Award Information

1003(g) LEA application released	August 25, 2017
Technical assistance training through a live webinar. Join the webinar through this link . Number: (877) 422-1931 Pin: 140 029 8577	September 6, 2017 3:00 – 4:00 p.m. EST
Technical assistance training through open calls. Number: (877) 422-1931 Pin: 140 029 8577	September 15, 2017 9:00-10:00 a.m. EST AND September 29, 2017 2:00-3:00 p.m. EST
Technical assistance through appointments on-site at the Department of Education. Schedule an appointment using the jot form: https://form.jotformpro.com/72344844115959	October 12, 2017 9:00 am- 4:00 p.m. EST AND October 23, 2017 9:00 am- 4:00 p.m. EST
LEA applications due	October 27, 2017 4:30 p.m. EST
Preliminary Award Notification	December 1, 2017
Planning/Technical Assistance	December 1, 2017 – December 31, 2017
Early Implementation	January 1, 2018 – June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A160015

Instructions: Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted for Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Tony Duffy	Director of Title I and Elementary Education
Tamara Swarens	Principal
Stacey Meadors	Assistant Principal
Ann Kulwicki	Literacy Coach
Kimberly McClure	Grade 4 Teacher
Chasity Reising	Title I Interventionist
Anita Skinner	Grade 3 Teacher
Lori Savage	Grade 1 Teacher
Barbara Hoover	District Literacy Coach
Chris Street	Chief Financial Officer

Instructions: Consultation with Stakeholders: List each meeting or other activity held to consult with stakeholders regarding the LEA's application. Indicate the numbers present from each stakeholder group and the general discussion or feedback at the meeting.

Meeting Topic	Date & Time	Parents/ Community	Teachers /Staff	School Administrators	School Board	District Staff	Students	General Discussion or Feedback Received
<i>Example: Student and Parent Forum</i>	<i>3/15/17</i>	<i>25</i>	<i>5</i>	<i>1</i>	<i>1</i>	<i>0</i>	<i>200</i>	<i>Principal discussed elements of SIG and Turnaround Model with group – opened up for public question/comment</i>
PTO Meeting	09-11-17 3:30 PM	2	3	2				Building administrators shared information about the grant and application process along with goals for the school. The group discussed administrators' ideas for increasing student achievement with supports being sought in the grant. The group asked questions and expressed support of the plan shared.
Grant Discussion	09-14-17 2:45 PM		1	1				Shared above info with Literacy Coach who was unable to attend the PTO meeting
School Board Meeting	09-18-17			15	7	8		Information was shared with the School Board about the grant and intervention goals for the school. The board expressed their support of the schools applying and support of interventions schools are seeking to fund through the 1003 grants. There were approximately 50 people in attendance from the community which included parents, teachers, and students.
Grade Level Team Meetings	09-19-17 & 09-20-17		17	2				Administrators updated all certified staff members on the 1003[a] and [g] grants and shared the interventions the school is seeking to fund based on feedback from representatives at the 09-11-17 PTO meeting. Staff members were supportive of the interventions listed on the grant application.
SIG/ 1003[g] Mtg	9-25-17			4		1		Both schools submitting SIG proposals and leadership team [principal and assistant principal] met with the Director of Title I and Elementary Education to collaborate and discuss where we are in the application process to: 1) expand/ broaden ideas of our initiatives and interventions based on needs assessment; 2) integrate and strengthen core instruction to reduce the need for intervention; and 3) build capacity to maximize school improvement [i.e., cohesive programing; leverage resources as two

								SIG applicants and viable SIG schools from NAFC for sustainability --- discuss requests for funds that are reasonable, allocable and necessary]
Grade Level Team Needs Assessment	10/17/17 & 10/18/17		17	2				Grade level teams completed needs assessments in the area of school leadership & effective instruction. Results showed weakness in the following leadership areas: use of data on attendance and behavior referrals, master schedules that provide time for intervention, master schedules that allow opportunities for teachers to learn from one another, clear processes for hiring staff, and a clear professional development calendar with topics. Results showed weakness in the following instructional areas: student articulation of learning objectives, teacher articulation of rationale for specific instructional strategies, clarity on how to check for understanding, inadequate interventions for struggling learners, and inconsistency among teachers on how to build self-regulated learners. These areas of weakness support our need for leadership mentoring, professional development for staff, and assistance in building school to home connections.
Non-Certified Staff Meeting	10/17/17		10	2				Administrators updated non-certified classroom support staff members on the 1003g grant and shared the interventions the school is seeking to fund based on feedback from representatives. Staff members were supportive of the interventions listed on the grant application.
Student Focus Group	10/19/17 11:15 AM			1			12	Grade 3 & 4 student representatives met with the building principal to discuss possible 1003g grant supports for students (tutoring, classroom libraries,etc). Each student completed a climate and cultural competency survey. Student results indicated students feel safe at school and are treated equally regardless of race, cultural background, or skin color. Student results did indicate that sometimes they have been bullied at school and they have witnessed others being bullied at school, however this group indicated that they did not participate in bullying

								behaviors. Yearly guidance curriculum includes lessons on anti-bullying. This student concern supports our need for additional assistance (behaviorist) to support our students with atypical behaviors.
Parent Meeting	10/23/17 12:15 PM & 5:00 PM	1		2				All parents were sent an invitation to attend a meeting to learn about the 1003g grant and to provide feedback on the proposed interventions. Returned rsps included (4 for the 12:15 meeting, 10 for the 5:00 meeting, and 1 that was unable to attend due to work). None of the parents showed for the 12:15 meeting and 1 parent attended the 5:00 meeting. These results support our need to increase connections with parents in order to improve parent involvement.
IDOE 1003g Webinar	09/06/17 2:00PM			2				Building administrators attended the grant webinar to receive additional information and guidance on the application process.
IDOE 1003g Technical Assistance Phone Conference	10/23/17 1:00 PM			2				Building administrators scheduled and attended a phone conference with IDOE staff members to ask questions regarding the grant application and process.

Instructions: Describe the process and comments from family and community input (*1 page maximum*):

- How and when was information shared?
- How was family and community feedback incorporated into your grant?
- How was your grant changed as a result of input?

Family and Community Input

<p>Family</p>	<p>On September 11, 2017, S. Ellen Jones Elementary provided parents an opportunity at a PTO meeting to learn about the SIG grant. Leadership shared the school's vision for how funds could strengthen our core instruction and potential student supports to best meet our students' needs. Parents were invited to provide feedback and input. One parent asked questions about current preschool opportunities in the school district. She expressed a concern about the limited amount of opportunities and felt there is a need for additional early learning opportunities for students in our school. During this session, parents were positive, asked clarifying questions, and expressed their support of the proposed supports.</p> <p>All parents were sent an invitation to attend another meeting on October 23rd to learn about the 1003g grant and to provide feedback on the proposed interventions. Meetings were offered at 12:15 PM and 5:00 PM to provide times to best meet family schedules. Returned rsvs included (4 for the 12:15 meeting, 10 for the 5:00 meeting, and 1 that was unable to attend due to work). None of the parents showed for the 12:15 meeting and 1 parent attended the 5:00 meeting. These results support our need to increase connections with parents in order to improve parent involvement.</p> <p>Upon beginning the process of reaching out to families, it became apparent that a main area of need [from the parents' perspective] is for students to have activities after school that can help them improve their skills but also develop/ build positive relationships with teachers and their peers. Developing a program to help with character education was mentioned. Some parents felt that students needed the opportunity to interact with positive role-models and develop strong relationships. In addition, parents would like this after school opportunity to provide students with an environment to grow in their work habits and develop interpersonal skills. Many parents want after-school learning activities that would enrich or remediate their child based on their needs.</p> <p>Parents indicated their lack of ability to help struggling students with their work at home, so parents felt that homework help/ tutoring options outside the school day is a need.</p>
<p>Community</p>	<p>On September 11, 2017, the S. Ellen Jones behavior team met with the school based behaviorist from Home of the Innocence to discuss ways to expand our current partnership. The team discussed unaddressed socio-emotional needs and non-cognitive factors that impact school success.</p> <p>On September 18, 2017, the preliminary plan for the SIG application was shared with the School Board and community members in attendance. School Board members were given an opportunity to ask questions and provide feedback. During this meeting, board members expressed their support of the proposed grant and the board president committed to writing a letter of support.</p> <p>Teacher representatives at S. Ellen Jones will receive professional development to increase their teacher expertise in reading, writing, and math instruction. The "training the trainer" approach will be utilized to then train the entire staff on best practice in these core areas. To increase and expand outreach, teachers from Children's Academy Early Learning Center, will be invited to collaborate with our kindergarten representatives to increase their understanding of best practice. Head Start students, district's special education preschool students, and general education preschool students are located in The Children's Academy Early Learning Center. These professional development opportunities will be provided to Children's Academy Early Learning Center staff since their families transition into S. Ellen Jones Elementary and other New Albany Floyd County elementary schools.</p> <p>After having these conversations, the grant proposal was revisited due to the responses gathered from the conversations. Additional opportunities were developed to improve our school climate and embed a school-home outreach coordinator. We believe these two positions along with the after-school activities can improve the discipline and improve partnerships with families. Behaviorist will work with our most at-risk students, and then the School-Home Outreach Coordinator will coordinate services and work with the students and parents to support their needs. The School-Home Outreach Coordinator will work with the building principal and take the lead on partnership development which will be most helpful for the sustainability year.</p>

Part 3: LEA and School Assurances and Waivers

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Focus or Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Focus or Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Focus or Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Focus or Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Focus or Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members

- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations
- School Improvement Grant funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive
- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary
- Provide ongoing technical assistance to schools identified for School Improvement Grant as they develop or revise their school improvement plan, and throughout the implementation of that plan
- Coordinate the technical assistance that is provided to schools in the School Improvement Grant. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement
- Expenditures contained in this School Improvement Grant application accurately reflect the school improvement plan(s)
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner

The LEA must check each waiver that the LEA will implement.

- ☐ "Starting over" in the school improvement timeline for Focus or Priority Title I participating schools implementing a turnaround or restart model (only need to check if school is choosing RESTART model)
- ☐ Implementing a school-wide program in a Focus or Priority Title I participating school that does meet the 40 percent poverty eligibility threshold

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date

- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of subgrant funds
- By submitting this application, the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA
- The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature	Tamara Swarens	Date:	10/25/2017

Part 4: Schools to be Served by LEA

Instructions: List ALL schools who qualify for the grant and how they will be served by the LEA. The LEA should determine the model selection based on Part 5: School Needs Assessment and Goals.

School Name	Grade Span	Priority (P) Focus (F)	Selected Model	No model will be implemented – Explain why the LEA believes they do not have the capacity to serve this Focus or Priority School
S Ellen Jones Elementary	Kdg-04	F	Transformation	We selected S. Ellen Jones because it is one of our schools with the highest need. It has one of the highest poverty rates [81%] in our district. Many of the students experience crisis in their lives. The interventions we selected for SEJ align with systems for continuous improvement we are building district-wide. By increasing/ intensifying the focused support, aligned with research behind the models, personalized and differentiated instruction, ELA and math education and PBIS, we can improve the achievement and culture at SEJ and build upon the successes district-wide.
Green Valley Elementary	Kdg-04	F	Transformation	Green Valley Elementary is a high need school in the district, and was selected for SIG. It has one of the highest poverty rates [83%] in our district. GVES selected interventions that align with systems for continuous improvement that NAFC is implementing district-wide. By increasing/ intensifying the focused support, aligned with research behind the models, support for effective instruction in ELA and math, and PBIS, we can close the significant gaps and improve the achievement and culture at GVES
Mount Tabor	Kdg-04	P		No SIG model was implemented. The district has confidence in the principal's capacity to lead the school and work effectively with building teachers to increase academic achievement. During SY2016-2017, the principal convened BLT: analyzed data and matched key strategies to overall needs and specific subgroups. The school's Improvement status changed from F to A based on Spring 2017 ISTEP. A quality review was conducted Fall 2017 by central office staff, principal and literacy coaches. Based on the results of the review, the school has put new practices into place to sustain and continue improvement.

Part 5: School Needs Assessment and Goals

Instructions: Describe below the current processes for collecting, analyzing, and utilizing relevant school data, including student achievement data and a review of student subgroup populations. (*1 page maximum per section*)

As a continuous improvement district, New Albany-Floyd County constantly collects, analyzes and uses relevant school data to personalize student learning and meet individual needs. With our system for assessment, 1:1 initiative, infrastructure for use of technology and data warehousing, real time data makes it possible to intervene when a student is struggling. The district has fully implemented the 1:1 initiative in the high schools and is currently working on implementation in the middle and elementary schools. We no longer wait until a student fails to discover that she/he did not understand the material. In student-centered classrooms, district-funded technology [iPads] helps to engage at-risk students. Although the district has worked over the past 3 years to provide each of our students with the level of personalized instruction they need to be successful, additional support is desperately needed at S. Ellen Jones. This elementary is among our highest need schools [both in poverty and levels of low student achievement]. District administrators, building staff and students' parents all recognize the higher level of support needed to help S. Ellen Jones better meet the comprehensive needs of its students and staff. They have contributed ideas on how the SIG grant could most effectively be used to leverage this needed support.

At S. Ellen Jones, CFA [district assessments] serves as the formative assessment. Administrators meet with each grade level 1-2 times per week to support teaching and learning. Common formative assessments are analyzed to determine common needs across the grade level, as well as to determine the individual needs of students. Each student is identified by name and need then the team works together to plan intervention or acceleration, based on student results. Progress monitoring assessments are identified along with the frequency of the progress monitoring assessments to ensure all students continue to demonstrate growth. RTI discussions take place every 6 weeks to make tweaks to interventions based on the progress monitoring data. The 6-week cycle allows time for an intervention to be considered effective or ineffective based on student progress.

ISTEP+ data are analyzed to determine strengths and weaknesses. Those results impact modifications to curriculum pacing and planning guides, as well as PD that is identified and focused on needs. When ISTEP+ are reviewed, students are grouped and offered appropriate interventions; gaps identified for all groups inform staff of interventions needed to ensure growth. Teachers use ISTEP+ results to inform lesson planning and small group instruction. Similarly, IREAD3 data are disaggregated by subgroups to further target needs. For students not passing IREAD3 in the spring, a plan is developed to strengthen areas of weakness.

English proficiency levels are collected via WIDA and shared with the staff, as appropriate [suppressed subgroup for ISTEP+]. The district EL Coordinator works with the school and provides PD as needed to increase students' proficiency levels; many of these same strategies are appropriate for other students who are struggling [i.e., providing visual representation; 2-, 3-column comparison charts; scaffolding; chunking the text]. Teachers use this data for instructional purposes with students by examining language growth and areas that need focus.

Curriculum pacing and planning guides are aligned with Indiana's assessment guide. NAFCS has district level assessments that are used as checkpoints. This allows teachers to know which students have gaps in their learning. However, teachers still have time to reinforce skills before the end of the unit assessment.

One of the focus areas for the school is PBIS following core principles. SEJ has also aligned Conscious Discipline to these core principles of PBIS. On a weekly basis, during BLT meetings, the disaggregated behavioral data are shared and discussed with teachers during weekly collaboration. The BLT, which includes, the principal, assistant principal and student support staff [counselor; part time social worker/ parent liaison, teacher of students with emotional disabilities], are responsible for gathering and sharing the data. SEJ will develop data-driven action steps to address behavioral concerns [i.e., intentional strategies for students and adults for de-escalating incidents of disruptive behavior and applications of consistent language and routines] thereby reducing disruptions that interfere with learning.

Attendance data are monitored and analyzed on a weekly basis. Based on trend data, kindergarten and Grade 1 fall below the cut-off than the other grade levels. The social worker meets with parents of students who have frequent absences or tardiness to ensure that students regularly attend school and to ascertain whether family support is needed.

At the central office, the team for School Improvement, reviews data on a regular basis to keep a pulse on the schools, and to determine needed support. Data are disaggregated and subgroups to identify achievement gaps or anomalies that may be occurring within individual buildings. Data findings are used to make curricular and instructional adjustments, as well as to inform district professional development.

Operation support from each department [e.g., Transportation; Building and Grounds; Business Office and Technology] meet with principals to discuss needs, policies, procedures and processes. As necessary, steps are taken and developed based on these meetings. This structure and relationships will leverage the support necessary for operational flexibility for SEJ implementation of SIG.

Describe below the school's comprehensive needs assessment:

Comprehensive Needs Assessment

Trend Data for S. Ellen Jones: CNA comprised of data points listed above [CFA; ISTEP+; digital content data, behavioral and attendance data]. In addition, surveys are administered to students, focus groups and parents each year. Data are reviewed and discussed monthly.

ISTEP/ ELA	2013-2014	2014-2015	2015-2016	2016-2017	ISTEP/ MATH	2013-2014	2014-2015	2015-2016	2016-2017
Overall	79.1%	52.0%	48.2%	52.1%	Overall	60.5%	44.2%	39.1%	33.6%
Black	Suppressed	Suppressed	Suppressed	Suppressed	Black	Suppressed	Suppressed	Suppressed	Suppressed
Hispanic	Suppressed	Suppressed	Suppressed	Suppressed	Hispanic	Suppressed	Suppressed	Suppressed	Suppressed
Multi-racial	Suppressed	Suppressed	Suppressed	Suppressed	Multi-racial	Suppressed	Suppressed	Suppressed	Suppressed
White	Suppressed	51.5%	41.4%	53.8%	White	75.0%	43.5%	38.9%	34.2%
F/R	77.5%	47.8%	48.0%	51.5%	F/R	63.9%	43.0%	38.8%	32.0%
EL	suppressed	suppressed	suppressed	suppressed	EL	suppressed	suppressed	suppressed	suppressed
SpEd	suppressed	suppressed	suppressed	25.0%	SpEd	suppressed	suppressed	suppressed	suppressed

IREAD3	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017			% Meeting Benchmark								
Overall	84.3%	76.2%	80.7%	77.1%	81.3%			DRA2 Spr 17	CFA/Rdg Compr 16-17				CFA/ Mth 16-17			
									Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Black	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed		Kdg	54%	--	--	--	--	36%	23%	24%	59%
Hispanic	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed		Gr. 1	72%	--	--	--	--	94%	100%	97%	95%
Multi-racial	Suppressed	Suppressed	Suppressed	Suppressed	Suppressed		Gr. 2	60%	30%	45%	55%	74%	58%	37%	35%	55%
White	82.9%	70.7%	85.4%	74.2%	72.5%		Gr. 3	56%	36%	38%	73%	76%	53%	31%	59%	68%
F/R	82.2%	71.7%	77.1%	75.0%	75.9%		Gr. 4	55%	23%	12%	31%	61%	4%	25%	36%	43%
EL	suppressed	suppressed	suppressed	suppressed	suppressed											
SpEd	suppressed	suppressed	25.0%	suppressed	suppressed											

Trend Data	Enrollment	Attendance	Suspension
2012-2013	296	93.3%	57
2013-2014	288	95.3%	40
2014-2015	295	94.6%	99
2015-2016	261	94.8%	65
2016-2017	250	94.2%	134

Comprehensive Needs Assessment

Input was gathered through meetings with administrators, teacher staff, parents and community entities/ partnerships. Based on the overall analyses of needs assessment these gaps were identified: our ability to implement research-based models with consistency and fidelity, provide comprehensive instructional reform strategies throughout the sequence of instruction that scaffold and support our lowest performing students, engage students in purposeful work when working independently as well as collaboratively, and ensure that teaching and learning can, in fact, occur without interruption to instruction at S. Ellen Jones. This SIG[g] proposal is constructed to address these leadership, instructional and student/ subgroup needs.

Instructions: Based on the most current available data, complete the table below for your **overall student population**.

Overall Achievement Indicators	SY 2015- 2016 Baseline Data	SY 2016- 2017	SY 2017- 2018 Goal	SY 2018- 2019 Goal	SY 2019- 2020 Goal	SY 2020- 2021 Goal
1. Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	36.7%	42%	46%	51%	57%	62%
2. Percent of students proficient on ISTEP (ELA) (3-8)	48.2%	60%	65%	70%	75%	80%
3. Percent of students proficient on ISTEP (Math) (3-8)	39.1%	50%	60%	65%	70%	75%
4. Percent of students proficient on IREAD (Spring Test Only) (3)	77.1%	80%	90%	95%	98%	100%
5. 10 th grade ECA pass rate (English 10)	NA	NA	NA	NA	NA	NA
6. 10 th grade ECA pass rate (Algebra I)	NA	NA	NA	NA	NA	NA
7. Non-Waiver Graduation Rate (HS only)	NA	NA	NA	NA	NA	NA
8. College enrollment rates (HS only)	NA	NA	NA	NA	NA	NA
1. Number of minutes in school year students are required to attend school	68,400	68,400	68,400	68,400	68,400	68,400
2. Number of daily minutes of math instruction	60	60	60	60	60	60
3. Number of daily minutes of ELA instruction	90	90	90	90	90	90
4. Dropout rate – HS only	NA	NA	NA	NA	NA	NA
5. Student enrollment number	261	250	243	261	266	271
6. Student attendance rate (must be a % between 0 and 100)	94.8%	94.2%	96.0%	96.1%	96.2%	96.3%
7. Number of students completing advanced coursework (e.g. AP/IB) (HS only)	NA	NA	NA	NA	NA	NA
8. Number of students completing dual enrollment classes (HS only)	NA	NA	NA	NA	NA	NA
9. Number of students completing BOTH advanced & a dual coursework (HS only)	NA	NA	NA	NA	NA	NA
10. Types of increased learning time offered: -Longer School Year – LSY -Before/After School – BAS -Weekend School – WES -Longer School Day - LSD -Summer School - SS -Other - OTH	BAS, SS, OTH	BAS, SS, OTH	BAS, SS, OTH	BAS, SS, OTH	BAS, SS, OTH	BAS, SS, OTH
11. Discipline referral numbers –behavioral referrals counted	781	1,000	731	681	631	581
12. Discipline incidents – number of suspensions and/or expulsions	65	134	60	55	50	45
13. Truants – number of unduplicated students who received truancy letters	26	18	15	12	9	6

Overall Achievement Indicators	SY 2015- 2016 Baseline Data	SY 2016- 2017	SY 2017- 2018 Goal	SY 2018- 2019 Goal	SY 2019- 2020 Goal	SY 2020- 2021 Goal
14. Distribution of teachers by performance level on LEA's teacher evaluation system. (Please indicate individual number for highly effective (HE), effective (E), improvement necessary (IMP), and ineffective (IN)).	HE: 9 E: 9 IMP: 0 IN: 0	HE: 10 E: 8 IMP: 1 IN: 0	HE: 11 E: 7 IMP: 0 IN: 0	HE: 12 E: 6 IMP: 0 IN: 0	HE: 13 E: 5 IMP: 0 IN: 0	HE: 14 E: 4 IMP: 0 IN: 0
15. Teacher attendance rate (must be a % between 0 and 100)	95.4%	95.2%	95.5%	95.6%	95.7%	95.8%
16. Teacher retention rate (must be a % between 0 and 100)	93.8%	88.2%	100%	100%	100%	100%

Instructions: For the following categories, please demonstrate (1) how the LEA has analyzed specific needs for instructional programs, school leadership, and school infrastructure and (2) justification for the selected interventions for these areas. **Each area should be tied back to data in Part 5 and address student subgroup needs.** (1 page maximum for each section)

<p>LEA analysis</p>	<p>S. Ellen Jones demonstrates strong need in core instruction. ISTEP+ performance continued to decline. In 2014-2015, only 52.0% of students passed ELA and 44.2% of students passed math. Performance declined in both ELA [36.7%] and math [39.1%] in 2015-2016. There was low achievement among both subgroups [White; F/R], and in 2015-2016 53.8% of White students and 51.5% of F/R students passed ELA. The performance in math was worse, 38.9% of White students and 38.% of F/R students passed in math. In 2014-2015, 80.7% passed IREAD3, however, performance declined in 2015-2016 [77.1%]. S. Ellen Jones data fall below State averages consistently and are among the lowest across the district. For the 2015-2016 school year, Dr. Swarens reported more need for job-embedded support for implementing the core instructional frameworks/ models with consistency and fidelity [e.g., balanced literacy framework and use of guided instruction; writer's workshop; balanced math]; use of personalized and differentiated instruction; use of comprehensive instructional reform strategies that support and engage students, and particularly subgroups; support and facilitation of weekly grade level collaboration to review data and to analyze student progress in order to inform core instruction and the need for acceleration groups; and reviewing evidence of purposeful work [student work samples] aligned to the learning target at a DoK Level 3 and 4. More specifically:</p> <p><u>Lack of consistency at a school-wide level to implement existing viable and research-based programs/ models] – no growth in overall performance, and therefore resulting in lack of impact on subgroups [white; free/reduced] in ELA and Math.</u></p> <p>Need for: Articulation of the core instructional frameworks; increased engagement during the instructional framework/ structure that provide a sequence of instruction [gradual release of instruction] for shifting from model to student independence; effective focus lesson; shared demonstration; guided/ collaborative practice; and structured independent work]. Research tells us that understanding and applying the gradual release of responsibility/ optimal learning model and embracing seamless teaching can be the most significant shift teachers and leaders make in improving instruction and refining their beliefs about teaching and learning [Fisher and Frey, 2014; Routman, 2014]</p> <ol style="list-style-type: none"> 1. Purposeful collaborative and independent work: Rigorous activities, practice, and products within those structures to ensure that students tasks and products are at a Level 3 and 4 to accomplish the standards 2. Assessment/ checks for understanding throughout the lesson design to use the data to differentiate instruction and improve subgroups [White; Free/ Reduced] and subpopulations during the 90-minute literacy framework and 60-minute math block with an emphasis on growth for all students. Closure in each lesson design that uses data to plan for future lessons and differentiation. 3. Core strategies that increase deeper analysis of complex text, daily use of rich and challenging text and analysis of complex problems and problem solving are needed in classrooms and accessible that interest students as keys to improvement students' engagement, motivation, and comprehension. Routman [2014] summarizes key text practices that are vital for decreasing the need for intervention, especially in reading. Often, we give our lowest-performing students texts that make it difficult for them to accelerate. The "right" text is crucial for ensuring optimal reading progress and success. This is also true for shared reading, guided reading and independent reading. 4. Daily lesson structure that includes the gradual release of responsibility model and 4 critical elements: a) measurable and manageable daily learning target --- I Can Statement; b) clear sequence of instruction [gradual release from model to independence; c) rigorous activities aligned to the learning target and scaffold practice/ independent practice in order to achieve mastery; and d) assessment/checks for understanding aligned to the learning target; supports differentiated instruction throughout the lesson; and guides future planning <p>Need for increasing-learning time:</p> <ol style="list-style-type: none"> 5. When students are behind, increasing learning time is required to close that gap. Research by Deborah Vandell and colleagues [Auger, Pierce, & Vandell, 2013] finds that after-school programs not only produce academic gains, but after-school programs are also helping to close the achievement gap. Additionally, after-school programs have been
----------------------------	--

shown to decrease at-risk behavior [James & Jurich, 1999; Miller et al., 1997]. Expanding access to after-school and other extended learning programs that are enriching and engaging, SEJ students can improve academic knowledge, social skills and motivation to learn. In addition, parents will know their children are in a safe place, are supervised and learning, and will feel welcome in an environment that cares about their children's well-being, socially, emotionally, and academically. This will relieve the stress of working parents/ families. In addition, transportation will be provided, which will allow all students to participate in extended-time learning, thereby increasing learning time. Teachers, too, need extended-time for learning. Having opportunities for after-school collaboration teacher sessions and professional learning will strengthen curriculum, lesson design, and planning the shift in the classroom culture as a result of this SIG proposal. [Increase Learning Time for Students; Providing Financial Incentives for Teachers]

Need for parents to be better equipped to assist and support their child at home.

6. Teachers and parents will need PD and some refresher sessions to help them assist students/children with any new strategies or learning. Coaches, behavior interventionist, and school home outreach coordinator will provide after-school trainings. To significantly increase students' ELA and mathematics achievement and growth, greater attention must be focused on comprehensive instructional reform strategies and practices; classroom instructional supports; instructional practices and tools, and environments [small groups; collaborative work settings; purposeful work] that promote engaged and collaborative learning; and interventions and strategies that target individual student learning needs through personalized instruction. These strategies and resources, supported by focused and sustained professional development, will enable the growth of our lowest-performing students, increase the learning of our highest achieving students, identify and address the need of our subgroups, and accelerate the achievement of all student learning groups as enrollment shifts and changes. [Increased Learning Time for Teachers and Parents; Providing Financial Incentives for Teachers; Effective Instruction]

Need to personalize and differentiate learning:

7. Teachers will effectively integrate technology to personalize learning for all students, but especially for our lowest-performing students. Research-based math programs, Reflex Math and IXL Math, will be used to offer systematic, personalized learning focusing on the skills aligned to the standards. These programs will be used during the math block. Professional development will be provided on how to use real-time data [from digital content programs] to make instructional decisions for teaching and grouping of students. [Effective Instruction]
8. Teachers and students will need access to a variety of rich and challenging text that will support reading during the 90-minute literacy framework: during read alouds, shared reading and personalized and differentiated learning. Rich text in the classrooms will be essential in implementing the gradual release of responsibility model, and shifting from model to student independence. Access to a range of text will provide opportunities for teachers to model procedures, strategies and skills during read aloud/ focus lesson; during shared demonstration teachers and students will need text at their grade level so that teachers can lead and suggest to students how to navigate those grade level texts and strategies; during guided reading, classrooms will need gradient text so that students can practice reading at their instructional level, and during independent practice/ time, students need text at their independent level so they can practice on their own or in books clubs, improving their fluency, accuracy and comprehension to increase their growth and progress. [Effective Instruction; Incentives for Teachers]

Need for extended/ increased learning time:

9. Students at SEJ have significant learning gaps and need additional time to catch up [after-school intervention with teachers & summer school for gr. 3 & 4]. In addition, there is a demand for high quality experiences for students after school. Parents and students want after-school experiences where students will learn, have fun, and be safe without cost. Both research and practice indicate that adding time to the school day and/or year can have a meaningful positive impact on student proficiency and, indeed, on a child's entire educational experience. Teachers and parents

will also participate in extended learning opportunities. Parents will need support and assistance to help their children; teachers need collaborative learning opportunities throughout the year. Teachers learn from their colleagues and the financial resources to support these additional opportunities have not been available. These resources can accelerate our improvement efforts for students, parents and teachers.

Need for early childhood education [extended learning time]

10. Many or most of our SEJ students entering kindergarten lack early language, literacy and numeracy experiences; many of our students enter kindergarten without a preschool experience that most young children their age are receiving from their home environment or an additional rich play and language learning experience prior to entering kindergarten. Research [NIEER, Rutgers, 2017; ECE, Harvard, 2017; NAEYC, Washington, D.C, 2017] says that children of low-income families enter kindergarten without the academic skills they need to succeed. Children of poverty are anywhere from 9-10 months behind in math and 10-12 months behind in reading when they enter kindergarten. When parents enrolled their kindergarten child and were surveyed Fall 2017, only 46% of our current kindergartners attended preschool, as reported by their parents. The quality of the preschool program was unknown to kindergarten teachers. When assessed for kindergarten readiness, only 28% of our current kindergartners entered school knowing 40 or more letters, which leaves 72% below level. Many interventions and supports are in place for kindergarten students. However, only 54% of our current first graders left kindergarten [Spring 2017] on level (Level D-4 or higher). Approximately 46% of our first graders started the SY2017 below level in reading. We need to close the achievement gap early (in the PK & K years). These achievement gaps are concerning to SEJ and mirror the barriers we face: math and reading abilities at kindergarten entry are powerful predictors of later school success for our SEJ students; and SEJ children who are entering kindergarten already behind are unlikely to catch up. In order to make progress in reducing these achievement gaps, SEJ will provide a full-day early childhood learning experience for preK students by providing an age- and developmentally-appropriate curriculum and assessment system that promotes constructive learning through inquiry, and recognizes the language and literacy behaviors and understandings that are appropriate instructional goals for preschoolers. The research-based curriculum will use powerful and playful ways to guide children to learn about letters, sounds and words. Instruction will support emergent readers and writers through an array of literacy activities that support the transition to kindergarten. [Comprehensive instructional reform; early learning model; increased learning time]

Need for on-going, high-quality professional development:

11. Teachers' professional development and work to transform classroom instruction using comprehensive instructional reform strategies will be supported through: job-embedded training and support, facilitated by instructional coaches [literacy and math] to transform instructional classroom practices that engage and motivate students, and result in increased academic achievement for all learners. Teachers will participate in PLCs to support change process [instructional and behavioral]. Coaches, behaviorist, and school home outreach coordinator will provide after-school trainings. To significantly increase students' ELA and mathematics achievement and growth, greater attention must be focused on comprehensive instructional reform strategies and practices; classroom instructional supports; instructional practices and tools, and environments [small groups; collaborative work settings; purposeful work] that promote engaged and collaborative learning; and interventions and strategies that target individual student learning needs through personalized instruction. These strategies and resources, supported by focused and sustained professional development, will enable the growth of our lowest-performing students, increase the learning of our highest achieving students, identify and address the need of our subgroups, and accelerate the achievement of all student learning groups as enrollment shifts and changes. [pre-implementation planning year; comprehensive instructional reform; improving teacher and school leadership; increasing teacher effectiveness; providing incentives for teachers]

	<p>This Transformational Model focuses on transforming the school through implementing comprehensive instructional reform strategies. We will effectively implement comprehensive instructional reform strategies, integrate technology to personalize instruction; use real-time data to make instructional decisions for teaching and grouping of students to better meet individual needs; deliver highly personalized instructional practices through a sequence of instruction that provides small guided/ group instruction; personalized learning; offer environments that support small-group and collaboration focused on purposeful work that includes use of a variety of rich and challenging text; provide additional support in ELA and math; and significantly increase achievement for all learners.</p>
--	--

**Justification for
Selected Interventions
(include alignment to
model chosen)**

S. Ellen Jones' interventions and request for these supplement funds will support:

Effective Instruction:

1. Increased/ extended learning will offer after-school and opportunities for professional development beyond the school calendar for certified and non-certified staff, and allow SEJ to strengthen our literacy and math models/ programs. This professional development will establish common and shared understanding and develop expectations for cohesive program design across all grade levels for core curriculum areas [Balanced Literacy, Guided Reading [J. Richardson, 2015], Writer's Workshop [L. Calkins, 2012; Routman, 2005], and Balanced Math [J. Christinson and L. Ainsworth, 2000]. All staff [certified and non-certified will participate in high quality professional development opportunities on the implementation of consistent routines and procedures for balanced literacy framework [Routman, 2003 and 2014]; ICU reading intervention; writing workshop, and balanced math [J. Christinson and L. Ainsworth, 2000]. PD will be provided in grade level teams and subject area teams, based on the needs of the staff. The proposed intervention aligns to the expectation for staff members to provide effective instruction in the areas of the balanced literacy framework, writer's workshop, and balanced math aligned to district planning and pacing guides. This PD intervention will increase teacher knowledge and best practice/ expertise in these areas of instruction while building the capacity of SEJ teachers as instructional leaders
2. A Variety of Rich and Challenging Text for Classrooms – Providing students daily and frequent opportunities to practice reading from a range of text is critical for their reading progress and improving overall performance in ELA achievement, particularly our subgroups. Research tell us that engaging students in text they are interested in and enjoy reading is critical to helping all children know their reading interests and therefore accelerating their reading growth [Allington, 2001]. Teachers will need to provide routines and procedures in the 90-minute reading block for students to read independently; build stamina to read daily and respond to reading [e.g., establishing routines for guided reading notebooks; notebook for reading response; notebook for word work]. A rich classroom library and modeling how to choose just right books will be essential for students to learn to use during independent reading time [Routman, 2014]. Students will learn how to respond to books, record books they are reading to share during conference, as well as make “recommendations” to others about the books they are reading from their reading record/ log.
3. Math Intervention that personalizes and differentiates learning to improve math fact mastery --- Purchase licenses for Reflex Math for use in grades 2-4. This intervention will increase students' overall performance in math, and especially improve students' number sense. This high interest program will provide students supplemental resources/ opportunities to increase knowledge and fluency in math facts with technology-based learning. Students are underperforming in math, and particularly number sense [ISTEP+]. The program will be used to support students in learning math facts thus providing additional supports in the implementation of the district balanced math program initiative. This intervention will allow teachers to provide students with daily practice during core instruction using this technology-based learning. This program will be used daily for 15 minutes. The proposed intervention aligns to the student achievement objectives to implement a balanced approach to math while working to increase math fact fluency.
4. Math Intervention to increase and improve math conceptual understanding --- Funds will help to purchase IXL Math Intervention for use in grade 2-4. The goal is to improve students' overall math, but particularly number sense. This technology-based learning resource will increase knowledge and fluency in math fact and provide differentiated instruction and math practice with high level thinking and real world applications. This program will be used during core instruction for students that have mastered core content to provide additional opportunities to practice higher level problem solving. Students are underperforming in math, and particularly number sense. This program will provide students opportunities to practice higher level math skills while also providing experience utilizing technology. This

program will also be utilized daily for 15-20 minutes during acceleration/intervention, based on individual student needs. The proposed intervention aligns to the student achievement objectives to implement a balanced approach to math.

5. Math Interventionist --- Students are underperforming in math, and we have an overwhelming need to provide additional small group, guided instruction in math. For math, Daily Math Review quizzes are given bi-weekly to monitor progress on the concepts previously taught that students are still struggling to master. CFA and DMR data will be used to identify areas of need for intervention. By grade level the timing varies, but Math Fact Fluency assessments are given regularly to assess and adjust students' learning paths and goals for fluency with grade level math facts. This small group focus will increase conceptual understanding and problem solving in math.
6. Math Coach --- Providing teachers with job-embedded math support that is high-quality, aligned to standards and frequent support and feedback is critical for improving overall performance in our achievement, particularly our subgroups. This math instructional coach can promote more effective and engaging learning in the classroom, and show teachers how to support and help students learn critical math skills [B. Burns, 2001; Bambrick-Santoyo, 2012]. In the classroom and during collaboration, the math coach and teachers can examine why it is important to teach students not only how to do mathematical procedures, but also to understand the concepts behind them. Many of our students see mathematics as a subject that is disconnected from real purpose and a subject to be endured, rather than a subject of real-world importance and personal value. Our goal with this intervention, is that the math coach and teachers' together can shift to use of student-centered techniques to engage student in more active and purposeful ways, transforming math classrooms into lively learning environments in which students are more accountable for their learning.

Extended Learning Time:

7. Provide extended learning time/ opportunities for students. The goal is to increase the existing extended learning time opportunities for students [this will address the overall performance as well as subgroups of students] in the areas of math and English language arts [reading/ writing]. Transportation will be provided home to remove any barriers for participation. Struggling students need additional time, support, and repetition practicing the grade level indicators. The additional support of transportation will help remove a barrier preventing students from participating. We currently have a partnership with 21st Century/ Bridges to Success [BTS]. SIG funds will provide an additional day providing all students 4 days per week [1 day SIG funds/ 3 days BTS funds] for 90 minutes per session [90 minutes for each core] for a total of 30 sessions per group [10,800 instructional minutes per year]. The SIG funded day will provide aligned instruction with the core and will be led by a certified teacher and a teaching assistant to ensure a smaller student to adult ratio. The proposed intervention aligns to the objective of providing students increased practice in the areas of math and English language arts as well as extending and working with our community partnerships.
8. Provide summer school opportunities for grades 3 & 4. The goal is to give students a "jump start" on the school year by extending learning time (2 weeks of 3 hour day summer school prior to the start of the school year). Transportation will be provided to and from school to remove any barriers for participation. Students will be given additional time, support, and repetition practicing grade level indicators from the previous school year. The SIG funded day will be led by a certified teacher teacher and a teaching assistant to ensure a smaller student to adult ratio. The proposed intervention aligns to the objective of providing students increased practice in the areas of math and English language arts.
9. Provide early learning experience for PreK students. It is essential that we invest in high-quality, active learning preschool programs for children living in poverty. National Head Start programs and state-funded pre-school/ child care programs serve fewer than half of these most vulnerable of our children [Schweinhart, Barnes & Weikart, 2013]. There is a sizable amount of evidence that shows length of time in programs only has a positive effect on children's academic achievement (National Center for Children in Poverty, 2006), but also on their social, emotional and physical well-being

	<p>[Schweinhart, Barnes & Weikart, 2013]. Low-income children make the most gains in pre-reading and pre-math when they are in high-quality early learning programs for either more than 30 hours per week, full-day programs, or programs for more than one year. Impact studies show that the most positive results for children were found when they went into formal preschool are after participating in high-quality Early Head Start programs. The goal of this intervention/ early learning model will provide an age- and developmentally appropriate curriculum and assessment system that will be used to guide practice, improve programs, and inform kindergarten readiness. Our program will be aligned to the IN Early Learning Foundations. WIDA Early English Language Development Standards, Approaches to Plan and Learning Foundations, and Health Foundations will be used in conjunction with the IN Early Learning Foundations. Instruction will be provided by a licensed teacher with a BA in early childhood education and our Performance Management System will be used to routinely measure/ assess effectiveness and take student growth into account as a factor. A certified teacher and highly qualified teaching assistant will provide instruction to a group of 18-20 students. This program will provide regular opportunities to share with parents, students' progress and kindergarten transition protocol. Our SEJ transformation model, specifically the instructional coaching model and the student support team model can help to sustain this school-based program by providing comprehensive services and supports for students who may benefit from them and teacher who will benefit from the professional develop model. From this perspective, the challenge is not just choosing a curriculum, providing some professional development or creating a program, but building a comprehensive early childhood system where families and communities help support the social, emotional and cognitive growth children need to be successful as they enter and continue through S. Ellen Jones Elementary. This Transformation Model will be able to sustain students academically, emotionally and socially as well as their parents.</p>
--	---

School Leadership

LEA analysis	Based on the LEA recommendation for current principal placement, the District has determined that the current principal is capable of successfully leading the transformation model and is committed to the success of the staff and students. At the time of her arrival in 2013, discipline issues were critical. Dr. Swarens's clear focus has been on building a staff committed to the NAFC mission of educating all students to high standards. Instruction and teacher evaluation has been the focus of her efforts. By every measure, Dr. Swarens has created a safe and orderly environment for students, staff, and community. After a careful study of student data, the Board of School Trustees for NAFC determined Dr. Swarens has created a safe school environment and is working to create a staff committed to the NAFC and S. Ellen Jones Transformation Model. The school/ district did an analysis survey that allowed staff to evaluate the current principal. The analysis revealed that staff was satisfied with the current principal. This survey focused on leadership and instruction. Staff ratings of the principal were supportive of teacher/ staff; held teachers accountable and high expectations, and expectations and protocols for collaboration. The principal consistently links all professional development and instructional feedback to student achievement. Faculty and staff felt like the collaborative, supportive qualities she possessed can continue to develop an atmosphere conducive to high expectations for learning, teaching and improving student achievement. The District's effectiveness rating of Dr. Swarens and instructional walk-throughs of the building also indicates she is capable and committed to successfully leading the transformation process.
--------------	--

**Justification for
Selected Interventions
(include alignment to
model chosen)**

New Albany-Floyd County applied Indiana's ESSA flexibility waiver Focus and Priority requirements, and determined the current principal is capable to lead the transformation effort at S. Ellen Jones Elementary School. NAFC will:

- 1) Implement a year of pre-implementing planning in which time Dr. Swarens's effectiveness will be reviewed prior to full implementation in Year 2 and every year of the SIG grant.
- 2) Evidence of program implementation, student performance and student growth will be monitored at the District, principal and teacher level to ensure a favorable response to continue SIG funding. Monthly monitoring with the Director of Title I and Elementary Education and Building Leadership Team will ensure the evidence of program implementation and progress monitoring of student growth.
- 3) To support Dr. Swarens during this process, a principal mentor will provide coaching throughout the year. Dr. Swarens and her mentor, Dr. Rhonda Roos, will meet 6-8 times each year during the first years of implementation of the SIG. Dr. Roos has served as a public school principal and has experience in schoolwide improvement processes and teacher and school leadership.
- 4) The role of principal in school improvement is one of the most influential elements over student outcomes. This mentorship will give Dr. Swarens unique insight and guidance to ensure the grant is implemented with fidelity. Given Dr. Roos's area of expertise, Dr. Swarens will not only gain insight from an experienced administrator, but also have access to the most recent research-based strategies that will lead to the best possible outcomes. Research tells us that effective turnaround leaders are intentional and strategic in setting school-wide goals, which can inspire a common vision among teachers [Herman et al., 2008; Leithwood & Strauss, 2008, 2009; Murphy, 2008, 2009; Public Impact, 2008; Rhim et al., 2007]. These leaders manage their school effectively by implementing schoolwide practices that are targeted toward raising student achievement [Almazan, 2005; Leithwood & Strauss, 2009; Murphy, 2008, 2009; Rhim et al., 2007]
- 5) Dr. Swarens and Dr. Roos will work with SEJ staff to implement the Instructional Coaching Model: 1) communicate with staff the purpose and roles of instructional coaches and student support teams and how the coaching model supports improvement of student learning; 2) how BLT review relevant data and SIP and SIG to determine focus for coaching; 3) implement a professional learning community that will be essential for ongoing teaching and learning.
- 6) Continue to implement the NAFC Performance Management System. In addition, instructional walk-throughs and observations ensure instruction is implemented with fidelity and impacting student achievement. All teachers and especially for those new teachers and those who may need additional support to show progress toward accomplishing consistency and fidelity are supported by leadership and the instructional coach.

Our comprehensive instructional reform/ interventions will develop and build the capacity of school leader and teacher effectiveness. Transformation allows SEJ the opportunity to examine and appropriately redesign the current leadership structure and instructional program to create a viable and vibrant building-wide team [including administrative staff and teacher leaders] and hire and assign the most highly qualified teachers. The interventions focus on improving the performance of SEJ by:

1. Implement continuous school improvement process based on a strong instructional coaching model [Professional Development Keyed to the Nine Characteristics of High Performing Schools (OSPI, 2006).]:
 - Purpose of the instructional coaching model will be to help close the student achievement gap and accelerate learning for all students by building teacher capacity through effective instructional practice in ELA and Math as well as support for social and emotional health of SEJ students [Casey, 2008]
 - Coaching model will be based on the needs assessment, the needs of teachers and aligned to district initiatives, SIP and SIG plans. In this way, effective collaboration can result in the ultimate goal of improved student performance

- Our instructional coaching model will be about teachers, coaches [and external providers when applicable], school leaders, and central office leaders examining practice in a reflective way with a strong focus on student learning and results as the ultimate barometer of improvement.
 - 5-Step Process [Center for Leadership and Learning, based on the research of D. Reeves] will help us engage in a focused and deliberate effort to analyze data from a range of sources to understand all our students not just those who are struggling
 - This coaching model helps SEJ effectively use the District's System to System, INOW and Google docs to help us gather data, create overviews to increase our ability to share and talk about data and make our data visible.
2. Implement roles of the Coaching Model that support continuous improvement schoolwide, intentional curriculum, and effective instructional practices to increase student achievement in ELA and Math. Our Coaching Model will include:
- School Leadership [Principal and Assistant Principal supported by an outside leadership mentor. This mentor will meet regularly with School Leadership, and other school roles as determined by the Principal]
 - To improve performance, Instructional Coaches [literacy and math] will support teachers and classrooms to: 1) increase the quality of instruction and curriculum based on standards; 2) increase the quality and effectiveness of classroom instruction based on using the gradual release model; 3) and implement effective comprehensive instructional strategies
 - To achieve the goal, Instructional Coaches [literacy and math] will: 1) facilitate collaborative conversations using data to drive instructional decisions; 2) engage teachers in reflective thinking while looking critically and analytically at their own instructional practices; 3) design and facilitate effective professional learning opportunities based on SIP and SIG; 4) identify resources to enhance classroom instruction and student achievement; and 4) engage in continuous learning in order to keep current
 - Teachers/ instructional staff are critical to the Instructional Coaching Model and improving performance and school improvement. Teachers/ instructional staff will: 1) reflect on, refine and implement effective instructional practices to increase student achievement; 2) engage in continuous learning; 3) engage in and support professional collaborative relationships; and 4) participate in data conversations that influence conversations that influence instructional decisions
 - To improve performance and classroom/ school climate, the Student Support Team will support teachers, students and classrooms to: 1) increase the quality and effectiveness of classroom instruction based on using the school behavior/ discipline model; 2) and model and support/ apply effective self-regulation, self-management and de-escalation strategies
 - To achieve the goal of overall school improvement and improve learning at SEJ, the Student Support Team [Behaviorist; Guidance Counselor; Home-School Outreach Coordinator] will: 1) participate in collaborative conversations using data to drive decisions; 2) engage teachers in reflective thinking while looking critically and analytically at their own practices, routine and procedures for implementing the behavior/ discipline model; 3) design and facilitate effective professional learning opportunities based on SIP and SIG for parents and teachers/ staff; 4) identify resources to enhance classroom strategies, routine and procedures based on the behavior/ discipline model to impact the results of student achievement; 4) engage in parent outreach and community partnerships to increase family and community engagement; and 5) engage in continuous learning in order to keep current

It is critical that the Principal and Building Leadership Team have the flexibility to implement the Instructional Coaching Model, and determine the focus of weekly team meetings and after school collaboration and develop a master schedule for maximizing weekly team meetings and after school collaboration and other PD as determined by S. Ellen Jones.

LEA analysis	<p>All teachers at S. Ellen Jones Elementary have time for individual planning, collaboration with colleagues [grade level and by regularly scheduled cross-grade level articulation], and professional development built into their expanded weekly schedule [weekly team meetings and after school collaboration; grade level collaboration]. In addition to a structure for job-embedded planning and learning, a significant part of the school infrastructure is NAFCS' assessment system. The district's Data Warehouse (PIVOT; INOW & Google Docs) provides the platform for collecting, warehousing and reporting demographic and achievement data – including all district formative assessment, State assessments, as well as class grades, attendance and discipline records. Data are warehoused for teachers to gather longitudinal performance pictures of students' achievement on state and local benchmark assessments [see Part 7] and support for continuous use of data. We have data, but having access to data is not enough. This Transformation Model will help collaboration teams: 1) become comfortable using data with the support of the Leadership Mentor; 2) make sense of the data they have access to in PIVOT; INOW and Google Docs; and 3) embed a school-wide process that S. Ellen Jones “build habits” of talking about data to make decisions that address the problems of practice and improve student learning and student growth. The district's embedded weekly team meetings and after school collaboration provides a natural vehicle professional learning communities to enable routine, designed times for goal setting, tracking performance and monitoring progress, and for building and supporting school and teacher leadership.</p> <p>Need for instructional coaching and support. With a building showing the critical needs in math, a math coach will provide the PD, intervention and data analysis needed to meet the critical needs of the 17 teachers and 260 students in Math. We have not been able to provide the intensive support needed to improve math instruction at the same scale our Literacy Coach has provided for reading. This can be achieved through an in-house math coach that can provide a regular schedule of contact with teachers to provide job-embedded professional development. Teachers need immediate feedback and assistance implementing the components of the math block, best math practice and analyzing, synthesizing, and self-reflection on data and using data as a tool to guide and plan instruction. A highly-qualified math coach will be a valued asset to help with much needed professional development, support mathematics instruction and deepen use of data to change instruction. This would strengthen our core instruction and provide the extra time and support for those critical subgroups who continue to struggle in math, and will boost overall student growth and achievement. On-going, effective support afforded through actionable feedback, classroom modeling and/or co-teaching is critical for: 1) improving teacher practice essential for consistent and rigorous implementation of core strategies that strengthen Tier 1 instruction, thus impacting subgroups and growth of subpopulations, such as gender groups that may be falling behind and 2) supporting teacher teams in using data to inform decision making, aligning purposeful work to instruction, and using informal assessment and implementation data to analyze implementation of core strategies. Teachers need initial training and ongoing PD that provides supports throughout the year and gives immediate feedback and assistance [M. Burns, 2004; D. Reeves, 2004; P. Bambrick-Santoyo, 2012]. [pre-implementation planning year; comprehensive instructional reform; improving teacher and school leadership; increasing teacher effectiveness]</p> <p>Need for support to provide strategies for self-regulation and de-escalation: SEJ has significant referrals and suspensions resulting in loss of instructional time not only for the individual student in crisis, but for all students. Students and adults need strategies for de-escalation in the classroom and other areas of the school to reduce referrals and improve the effectiveness of instruction. When students can work independently, self-regulate and self-manage, then the environment is effective for teaching and learning. Students will need on-site support from a full-time behaviorist who provides them with the understanding and strategies they can utilize to self-regulate and monitor their behavior. Leadership and teachers will determine the additional training in “Conscious Discipline”/ positive behavior system, [comprehensive self-regulation</p>
--------------	--

	<p>program that integrates social-emotional learning and discipline] that is necessary in order to transform classroom environments and impact all students' academic achievement.</p> <p>Need for parents to be better equipped to assist and support their child at home.</p> <p>Parents will need support to help them assist students/ children with any new strategies or learning to help them at home. Coaches, behaviorist, and school home outreach coordinator will provide after-school trainings. There is a need to foster positive school-family relationship and enhance community partnerships. There is a need to increase or develop family engagement, such as parent information sessions, academic nights, home visits [when needed], design student-led conferences and other events that can begin to build mutual trust between home and school. Additionally, a liaison for parents and the school would form strategic community partnerships to sustain effective ELA and math-related initiatives.</p>
<p>Justification for Selected Interventions (include alignment to model chosen)</p>	<p>Build the Capacity of Teacher and School Leadership Team to Maximize School Improvement Efforts</p> <p>With the implementation of professional learning communities [PLCs], SEJ will be able to provide every teacher with the opportunity to grow in their practice. Barriers to collaboration among stakeholders will be replaced with highly engaged teams supported by instructional coaches and teacher leaders focused on personal and collective growth. PLCs will empower teachers with knowledge, collaboration and shared decision-making that will naturally increase their capacity as instructional leaders. It is through this platform that teachers and administrators share in the decision-making process. It is a result of their participation in PLCs that teachers become will equipped, renewed and inspired to take strides in their own develop as professionals [Hord,1997; Lieberman & Miller, 2004]</p> <p>Coaching Model: An Instructional Math Coach will be allocated to support the staff by modeling effective teaching practices, providing non-evaluative feedback, collecting instructional data and leading high-quality professional development initiatives. The primary role of this position is the bring high-yielding instructional math practices into the classroom by working directly with classroom teachers and school administration. The coach will inform school-wide comprehensive instructional reform [i.e., gradual release of responsibility, productive work groups, Fisher and Frey, 2014] as well as provide teachers with one-on-one support. This intervention will help to close the achievement gap and accelerate school improvement by identifying and replicating effective instructional practices. Without this coaching role, SEJ's best instructional practices would remain isolated and teachers will continue to struggle to understand how to improve their practice. Instructional math coaching has been determined as an effective method to ensure successful implementation of instructional interventions and that evidence-based practices are being utilized to impact student outcomes [The University of Kansas Center for Research on Learning, 2007].</p> <p>Student and Family Supports: Behaviorist will provide the expertise needed to support the mental health of our most at-risk students and their families. This full-time position would work with grade level teachers to identify students who demonstrate a need for emotional support outside the needs of their typical peers. The Behaviorist would develop and observe students of concern during class and provide feedback on ways the school/ teachers [PD] can best change the learning environment while providing support to the child connected with de-escalation strategies. The Behaviorist will also support the student in the classroom by providing individual instruction on classroom and calming procedures; providing CICO [Check-in, Check-out routines for individual students; small groups; lunch groups and so forth] and supporting students use/ transfer of strategies in the classroom. The program/ model will be designed for students with challenging behaviors and focuses on building social and emotional skills. Lessons will be delivered to children referred for difficult behavior or to an entire classroom as a preventative measure. Lessons may be reinforced by small-group activities, practicing skills throughout the day, and communicating with parents. Lessons focus on recognizing and understanding feelings, getting along with friends, anger management, problem solving and behavior at school. The intervention provides teachers additional supports to assist them in supporting the needs of our most emotionally fragile students. This intervention will also work with the School Home Outreach Coordinator to provide support [training] and resources to families/ parents in conjunction with the types of strategies that adults and students are learning so that parents can use them at home. This</p>

	<p>intervention aligns with the objective of meeting the social and emotional needs of students [improving culture and climate; improving instruction].</p> <p>School Home Outreach Coordinator will be a conduit between the school improvement process and the greater school community at-large. The School-Home Outreach Coordinator will ensure all stakeholders have input throughout the school improvement process. It will take the collaborative support of families and the greater community to sustain improvements long-term. Furthermore, to be successful S. Ellen Jones must foster positive home –school relationships so that gains in learning are systemic. Genuine partnerships between families and teachers must be formed because of critical role families have in student achievement. This proposed intervention is part of the Student Support Team and will work closely with the Behaviorist, Guidance Counselor, teachers and leadership. This intervention will also provide support [training] and resources to families/ parents in conjunction with the types of strategies that adults and students are learning so that parents can use them at home. Students need additional time, support, and repetition practice to improve. Home practice is given 4 days per week, but many families lack the resources to support learning at home. Support from families will be most effective when resources are available to support their child's learning. The School Home Outreach Coordinator will be able to communicate with parents and support and connect families to sources outside the school.</p>
--	---

Part 6a: Selection of Improvement Model

Instructions: Based on our findings of the data sources, the LEA is selecting this model for this school:

☒Transformation
 ☐Turnaround
 ☐Early Learning
 ☐Whole School Reform
 ☐Restart
 ☐Closure

Instructions: Reflect on the data, findings, self-assessment, and the elements of the six improvement models. Determine the model that is the best fit for the school and that when implemented has the greatest likelihood, to affect principal leadership, teacher instruction, and student learning. *(1 page maximum for each section)*

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

Rationale for selected model:

Based on an analysis of student data, conversations with staff members and stakeholders, and research our team has selected the Transformation Model to bring the changes needed for S. Ellen Jones Elementary School. The Transformation Model focuses on transforming the school through implementing comprehensive instructional reform strategies. Through our proposed **interventions, we will**

- Provide the principal and assistant principal with a mentor. With the 2 times per quarter support of this mentor, leadership will build the capacity to reform efforts envisioned within this proposal.
- Offer environments that support small group and collaborative work (collaborative classroom settings) and support higher-order skills, critical thinking & problem solving, within the regular literacy and math block.
- Offer all students after-school intervention and enrichment programs, with transportation home provided.
- Integrate technology to personalize instruction (using digital content to effectively differentiate learning to meet individual needs for all subgroups).
- Plan for personalized and differentiated instruction, such as use of technology and structured independent reading/time, that will differentiate learning, giving students opportunities for direct instruction; small group support; teacher-led instruction; and independent work and practice-appropriate to students' leveled needs and interests; and collaborative work with others [e.g., book clubs; literature circles; collaborative work].

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

- Provide lessons through a highly-qualified teacher in addition to the regular math block so that students become problem solvers using structured approaches and critical thinking, which are necessary skills for college and career readiness.
- Support teachers in using real-time data to make instructional decisions for teaching and grouping students and for addressing specific needs of individual students
- Ensure students are setting goals and reflecting on their progress.
- Offer professional development to teachers and leaders (literacy coach, math coach, external provider for trauma sensitive classrooms [behaviorist]; opportunities for leadership development increasing teacher and school leader effectiveness; and Conscious Discipline [positive behavior system] training.
- Engage with community partners (Home of Innocence) to provide a highly-qualified behaviorist to support recurring, high behavioral and mental health needs of students; and provide parent trainings.
- Provide students and teachers incentives [e.g., materials for classrooms that support this proposal; rich text for classroom libraries to support shared and independent reading; literature circles and book clubs]
- Provide parents with helpful training/ sessions to better assist their children.

Describe how model aligns to Subgroup Data:

As shown within our needs assessment, data from S. Ellen Jones' has small numbers of subgroups [White; F/R], however subgroups from the past three years show at least half of all students have not demonstrated minimal grade-level proficiency in either ELA or Mathematical proficiency on ISTEP+. ISTEP+ ELA pass rates during 2015-2016 dropped for every subgroup except for White [although it is important to note that even with increased performance in some of those subgroups, the ELA proficiency rates for 2015-2016 were only at 53.8%].

Declines in performance have occurred over the past 3 years on ISTEP+, in both content areas, for White and F/R:

- During 2015-2016, only 53.8% of White students passed ELA ISTEP+ [this was a small increase from 51.5.8% in 2013-2014; however, only 38.9% of White students passed Math ISTEP+ [down from 75.0% in 2013-2014 and 43.5% in 2015-2016]
- During 2015-2016, only 55.8% of F/R students passed ELA ISTEP+ [this declines from 66.6% in 2013-2014; similarly, only 41.2% of F/R students passed Math ISTEP+ [down from 58.9% in 2013-2014 and 41.2% in 2015-2016]
- Black, Hispanic, Multiracial, EL and SpEd are suppressed

Reviewing the data from our subgroups has allowed us to notice where we are not providing personalized and differentiated learning for our subgroups. Data pertaining to our subgroups will be more frequently analyzed to ensure instruction is effective and difficulties are addressed immediately. Our approach in the Transformation Model addresses the sense of urgency that the data evokes by providing an opportunity to make sure we are aligning instruction according to priority standards, intentional curriculum, devising informal formative assessment to inform instruction for Tier II and Tier III interventions, and routine data checks, tracking and analysis to inform individual and team progress.

Weekly data meetings occur with the school leadership team, grade level classroom teachers, and all certified support teachers (literacy coach, special education teacher, and interventionist). Meeting discussions focus on the analysis of current data and progress monitoring to determine core instructional, acceleration/intervention, and professional development needs. Job-embedded review of professional development is currently provided in the areas of math, reading, writing, and behavior management. However, based on test scores and staff observations, we recognize the need to receive additional training from experts in the field to increase teacher expertise. The train the trainer model will be utilized to help develop leadership amongst our teachers. Staff members will be compensated for attending after school professional development opportunities. The introduction of a full-time math coach will provide staff members mentorship from an expert math teacher leader.

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

Daily intervention/acceleration is provided for all students based on their individual needs in reading and math. Targeted students are invited to attend after school learning opportunities 3 days per week funded by the 21st Century Learning grant (Bridge to Success program). We would like to provide additional extended day opportunities to all students to support increased learning for all including our low performing subgroups.

The plan will provide professional development opportunities to increase staff expertise in providing rigorous instruction specific to individual student needs. This deeper understanding will help staff plan instruction for our most challenging learners. This coaching model and use of the specific roles and responsibilities, will increase learning time for teachers as well as embed professional development aimed at improving subgroup outcomes through engagement and purposeful work. Distributive leadership will provide more opportunities for building teacher capacity to develop as leaders within their classrooms, and the whole school. Additionally, this model provides the internal accountability necessary to ensure what needs to be done, gets done.

Based on Performance Management System [Principal Evaluation], the District will continue to support the leadership of the current principal to promote consistency and allow the time necessary to improve the school's status in program development and academic growth. To achieve that goal, training and mentorship on innovative leadership practices and deeper understanding of successful educational models will be regularly arranged and monitored by the District.

S. Ellen Jones has implemented a rigorous teacher evaluation system which includes multiple observations based on core, role, and professional competencies, student achievement, teacher attendance/professionalism, and performance indicators. The teacher evaluation system performance indicator category of results is based on student growth as demonstrated on the district common formative assessments, as well as growth on state assessments.

Administrative mentorship will provide support to administrators thus increasing the effectiveness of the evaluation system. Observation/feedback will be used to discuss strengths; what is working; and how to revise practice to impact student outcomes. Professional development and administrative mentorship will not only impact the achievement of subgroups, but the overall achievement at S. Ellen Jones. Systemic change will foster a newly established commitment to providing every student with a quality education.

Describe how the model aligns to Overall Achievement Indicators:

Academic achievement data demonstrates an urgency and a need for the Transformation Model:

- With an overall pass rate of only 36.7% of students proficient in both ISTEP+ ELA and Math, nearly 2 out of 3 S. Ellen Jones students have not demonstrated minimal grade level proficiency in both content areas.
- S. Ellen Jones ISTEP+ ELA pass rates for 2015-2016, 48.2% are lower than State average rates, and other NAFC elementary schools. Proficiency rates have declined dramatically across the past 3 years, with 79.1% passing in 2013-2014.
- ISTEP+ Math proficiency rates have also consistently and substantially dropped over the past three years. Only 39.1% of S. Ellen Jones students passed in 2015-2016, as compared to 60.5% in 2013-2014. Even then in 2013-2014, nearly 3 out of 4 S. Ellen Jones students did not demonstrate minimal grade level proficiency in Math. In 2015-2016, not even half [nearly 2 out of 3 students] of the students were not able to demonstrate minimal grade level proficiency in Math. This represents a critical need for additional math support, including higher-order thinking skills needed to be successful in coursework requiring mathematics skills, e.g., e.g., problem-solving; thinking at DoK level 3 and 4; STEM initiatives.
- IREAD proficiency rates have not improved over the past three years. Only 77.1% of S. Ellen Jones grade 3 students passed in 2015-2016, as compared to 76.2% in 2013-2014.

Our proposal aligns with the Transformation Model in the following ways:

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

A leadership mentor, Dr. Rhonda Roos, for the principal, Dr. Tamara Swarens, will support the redesign of the school's leadership structure and will serve as mentor across the school year in support of all academic, behavioral and cultural components of our proposed Transformation plan.

Through continuous year-long professional development, the best practices for implementing the instructional frameworks in reading, writing and math, and use of personalized and differentiated learning using technology for all students will increase teachers' effectiveness and building administrators' ability to effectively monitor instructional practices, comprehensive instructional reform strategies and students' progress.

During the core Reading and Math blocks, classroom teachers will be supported by a literacy coach and math coach, with follow-up support during collaboration. During the core, teachers will implement intentional curriculum, the gradual release of responsibility and provide students with small, guided group instruction, whereby students are grouped and provided targeted direct instruction based on real-time data analysis. Students will be engaged in purposeful work during independent time [e.g., personalized and differentiated learning; use of 1:1 technology; specified to individual need to fill gaps or enrich learning]; and/ or collaborative work [e.g., where students apply higher levels of their thinking processes]. Teachers will regularly help students set goals and reflect on their progress.

- The school currently has a full-time literacy coach, but the instructional needs of our students are so great that additional support is needed to significantly increase the success of our overall student population, so less resources (staff) will be needed due to increased overall student performance. A full-time interventionist will provide additional support to staff and students, in conjunction with the literacy coach, to support teacher expertise through modeling and co-teaching.

SEJ will provide a full-day early learning experience for PreK students. Students of poverty frequently lack early childhood learning which results in achievement gaps between students of poverty and students from low-poverty schools. A full day preschool program would provide half of our incoming kindergartners a year of early learning experiences helping to lessen the achievement gap between these students and students from low-poverty homes. This foundation will prevent an achievement gap from the beginning of their school career.

Daily intervention/acceleration will be provided for all students based on their individual needs in reading and math. Targeted students are invited to attend after school learning opportunities 3 days per week funded by the 21st Century Learning grant (Bridge to Success program). We will provide additional extended day opportunities for all students. ISTEP+ and IREAD-3 results will increase because of increased learning time for students receiving explicit, research based instruction. By the end of the 2021-2022 school year, S. Ellen Jones will increase the ISTEP+ overall performance to at least 80%. IREAD-3 scores will increase to at least 90%. Common formative assessment overall performance will increase to at least 80%.

During the core [math and reading], classroom teachers will personalize and differentiate learning for students: 1) use 1:1 devices and technology programs such as IXL and Reflex Math to provide students opportunities to practice math skills through high interest and engaging programs. This repetition will help build the overall mathematical foundation in number sense to support the development of higher level math skills; and 2) provide students daily and frequent opportunities to practice reading from a range of rich, challenging text [classroom libraries] critical for reading progress and improving overall performance in ELA achievement, particularly our subgroups. Engaging students in text they are interested in and enjoy reading will be critical to helping all children know their reading interests and therefore accelerating their reading growth. A rich classroom library and modeling how to choose just right books will be essential for students to learn to use during independent reading time.

Describe how the model aligns to Leading Indicators:

S. Ellen Jones' students are among the highest need and lowest performing students in New Albany-Floyd County Schools. The Transformation Model and our proposed plan/ intervention model are aligned to address critical needs identified in the Leading Indicators analyses.

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

Students will be provided engaging after-school intervention and enrichment programs, with transportation home provided. In the absence of transportation, attempts to offer extended learning opportunities, desperately needed by our students, have been unsuccessful.

With discipline referrals close to 1000 students and suspensions counts at 134 in S. Ellen Jones, we will provide a Behaviorist to provide onsite support for recurring high behavioral and mental health needs of students. Discipline referrals and suspension data show a significant increase in student behaviors which prevents learning from taking place. Mental health focused supports from a behaviorist will help our current staff increase our skill level for supporting this fragile population. Conscious Discipline [positive behavior system] training will support students, school adults/staff and parents with strategies to help self-manage and self-regulate behavior. Support will be provided to all staff members so that these same strategies are being implemented across the building and strategies are being used in the classrooms to support students and teachers. Many students struggle with moments of crisis that directly impact teaching and learning in their classrooms. A School Home Outreach Coordinator will provide parents trainings and contacts to needed resources. In doing so, we will overcome barriers that have traditionally limited students and their families from accessing needed services, e.g., insurance requirements.

Many of these students also struggle with consistent attendance. The School Home Outreach Coordinator will have a system in place for students and parents with recurring absences and/or tardiness. The School Home Outreach Coordinator will mentor individual students or small groups of students with recurring absences and/or tardiness; connecting with parents to create an attendance plan. Parent training will provide knowledge and skills related to supporting their child's success at school and at home academically and behaviorally and helping parents access resources at home.

Based on Performance Management System [principal evaluation], the District will continue to support the leadership of the current principal to promote consistency and allow the time necessary to improve the school's status in program development and academic growth. To achieve that goal, training and mentorship on innovative leadership practices and deeper understanding of successful educational models will be regularly arranged and monitored by the District.

S. Ellen Jones has implemented a rigorous teacher evaluation system [Performance Management System], which includes multiple observations based on core, role, and professional competencies, student achievement, teacher attendance/professionalism, and performance indicators. The teacher evaluation system performance indicator category of results is based on student growth as demonstrated on the district common formative assessments, as well as growth on state assessments.

Administrative mentorship will provide support to administrators thus increasing the effectiveness of the Performance Management System. Observation/feedback will be used to discuss strengths; what is working; and how to revise practice to impact student outcomes. Professional development and administrative mentorship will not only impact the achievement of subgroups, but the overall achievement at S. Ellen Jones. Systemic change will foster a newly established commitment to providing every student with a quality education.

To increase teacher and leader effectiveness and promote teachers' retention, staff will receive extended PD opportunities, including: national, regional, and state conferences that focus on leadership; teaching and learning in high performing, high poverty schools; developing and increasing teacher and school leader effectiveness; leadership development; and comprehensive instructional reform approaches and strategies/ practices]; external mentor for leadership; opportunities for extended-time collaborative learning; and opportunities for extended learning time in the spring/ summer for SEJ school teams.

Student and teacher incentives will be offered [books; materials for classrooms] and S. Ellen Jones parents will be provided training to help them better assist their children. It is our belief that the SIG grant opportunities and initiatives [as a cohesive and whole transformation proposal] will help incentivize

Describe how the model corresponds to the data, findings, analysis, and self-assessment.

the retention of high performing staff at S. Ellen Jones Elementary and thereby significantly impact school climate and classroom culture and student achievement.

Describe how the model will create teacher, principal, and student change.

The Transformation Model and SIG grant-funded interventions and initiatives will create principal, teacher and student change in the following ways:

- 1) The principal will have operational flexibility with control over staff, time, programs and budget. She will have the flexibility to design and/or redesign roles and responsibilities to support the full-implementation of the Transformation Model and SIG grant-funded interventions and initiatives. For the principal and the support of a leadership mentor, the Transformation interventions provide mentoring in managing time and resources, distributing school leadership [building leadership within teams and BLT] among the staff and providing opportunities and incentives to retain the best educators. Through this transformation model, we will create a school-wide system of data use, that includes measuring and providing actionable implementation feedback to teachers as they put into place consistent research based instruction for all students and all Tiers.
- 2) For teachers, implementation of the instructional coaching model will support job-embedded professional development that supports collaboration, change in practice, and feedback/ reflection on a regular basis. Teachers will change by having/using the time and peer dialogue and support to analyze the impact their practices have on student behavior and student achievement. Each year, teachers, will be able to research better ways to reach subgroups and address root causes that are impeding their achievement. Staff will implement best-practices based on research [e.g., gradual release of responsibility; small instructional groups/ guided instruction; components of balanced math; writers workshop] to increase overall performance in their classrooms; plan for and implement personalized and differentiated learning to support the increase in performance of all subgroups. Leadership and staff will use data to work collaboratively with staff to maintain a safe and orderly work environment; making certain that our goals are met. Engage teachers, parents and the community in reviewing culture and climate data and discussing what needs to happen to stay on track. Involve families in a variety of school activities to increase academically focused relationships between teachers and families. Classrooms will support engaged, collaborative learning, and purposeful independent work. Cognitively demanding and regular use of higher order thinking will be effectively used resulting in students acquiring skills needed to be successful in life [problem solving, critical thinking, etc.] Students will receive additional ELA and math instruction from highly qualified teachers. Teacher incentives will offer educational supplies and resources that support classroom and increased learning time. This will provide teacher and students with necessary materials for collaborative work.
- 3) Teachers' professional development and work to transform classroom instruction using comprehensive instructional reform strategies and personalized learning strategies will be supported through: on-site/job-embedded training to transform instructional classroom practices that engage and motivate students, and result in increased academic achievement for all learners. Teachers will participate in collaborative meetings to support the change process [instructional and behavioral]. Intensive, extended-time PD, identified by building leadership and teachers, will increase collaborative efforts and support professional leadership growth of teachers. Since staff recognized the importance of being in school during the regular year, some training may take place during the summer. Opportunities for training and summer institutes that focus on schools serving at-risk students and populations offer strategies that successfully impact student achievement; provide knowledge that drives fundamental thinking about shifts in school culture and instructional practices; provide opportunities for teachers to lead and sustain the change effort rather than one individual, and can greatly improve recruitment and retention of highly qualified teachers who are committed to teaching those most at-risk students. Additional after-school PD includes time for teachers to collaborate to work on lessons, content, data, school culture and meeting needs of special populations. On-going professional development will provide: support for effective integration of instructional technologies into classroom practice

Describe how the model will create teacher, principal, and student change.

- and use of higher levels of DoK will be provided through mentoring, instructional coaches and teacher collaboration; culturally relevant teaching and comprehensive instructional reform strategies for all students; and creating trauma sensitive classrooms.
- 4) Support from the Instructional Coaching Model and Student Support Team Model will provide the support Leadership and staff need to communicate high expectations for all students academically and behaviorally by implementing consistent routines and procedures in the instructional and the school-wide community. Teaching, learning and behavior will be addressed by reviewing and developing the consistency in which teachers understand and implement instructional frameworks and models, such as launching critical reading routines and procedures for the literacy framework, components of guided instruction, balanced math components, implementation of comprehensive instructional reform strategies, appropriate use of and high levels of personalized and differentiated instruction, and PBIS-Conscious Discipline. Observation/ feedback will be used to discuss strengths; what is working; and how to revise practice to impact student outcomes [i.e. use of data to determine impact; make data visible].
 - 5) The Student Support Team model will provide students the support they need to demonstrate high expectations academically and behaviorally inside the classroom and the larger school. Students will demonstrate traits of self-regulated learners and stamina for independent work time. Students will contribute to school and/or classroom procedures and hold one another accountable for adhering to expectations; students demonstrate habits of self-discipline and self-management. Recurring behaviors that disrupt learning will be supported through a full-time Behaviorist that will be highly qualified to support recurring, high behavioral and mental health needs of students by providing needed counseling services, small group and individual behavior support interventions; arranging check-in/ check-out procedures to support students transfer of strategies to the classroom; and offering parent/ family trainings and linking families to needed resources. Students will learn how to use effective strategies and will not be removed from classrooms; thus, increasing engagement and opportunities for learning. Students will be provided incentives for demonstrating skills of discipline, self-regulation and self-management. The behaviorist will be able to support the transition of kindergarten in those first few weeks of the school year [i.e., launching kindergarten] so that the transition to kindergarten is easier, so that our youngest students' experience as a "first time student" at SEJ, and their families, is positive.
 - 6) Based on the schoolwide approach to Instructional Coaching Model and Student Support Team model, all students, teachers and parents will have opportunities for extended learning. Highly-engaging instructional support will be provided to all students through increased learning time across the year, with transportation provided. In addition to traditional intervention, students will also participate in learning clubs. Parents will be offered support/ assistance with help or training sessions [need will be established by teachers and parents] to help parents provide better assistance and support at home. Students and their families will draw closer to the SEJ school community because they will receive an environment where they feel safe, supported, challenged and that needs them to help grow and improve our entire school community. Students will become certain of the value of the College and Career Ready Standards to their day-to-day work in school, the relevance to their out-of-school life and the relationship to the post-secondary [next generation] opportunities that await them. Our youngest, early learners will benefit from the SEJ early learning model offers them a "jump-start" to learning that exposes them to planned and supportive learning activities offering a materials-rich environment. The emphasis on language and literacy, social relations and initiative, movement, music, classification, number, space and time will increase their kindergarten readiness. Frequent parent meetings will empower parents and help them understand their children's development and abilities. The focus will be on helping parents to provide necessary supports for their child to develop intellectually, socially and physically. SEJ will convince all students that through their effort and full participation as learners they can not only do rigorous and challenging work, "they can do it" well and failure is not an option at SEJ.

Part 6b: Selection of Improvement Model – Planning Year – SY 2017-2018

Instructions: **ALL** models must complete the planning year table below. While completing this table, schools must address the required elements and develop SY17-18 action steps. Schools might not complete all rows in this section and may add more rows if needed. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: School A will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>

Leadership flexibility & support	<p>Action: Provide Operational Flexibility & Support Principal given operational flexibility over staff, time, program and budget with supervision/ input</p> <p>Action: Provide effective oversight and support for implementation of interventions in SEJ by:</p> <ul style="list-style-type: none"> • Defining district's role in the SIG planning process • Designating central office staff member[s] to be part of the SIG process • Providing written support & commitment from NAFC Education Association regarding flexibility for SIG implementation • Providing monthly monitoring of SIG programming & implementation • Providing evaluation system for programming & implementation of SIG • Providing a system/ plan for data review • Providing a system/ plan for special populations review • Providing a fiscal monitoring plan • providing a timeline and responsible parties for all above plans <p>Person Responsible: LEA provides oversight & support:</p> <ul style="list-style-type: none"> • Superintendent, Board & Education Association support all aspects of S. Ellen Jones' Transformation Model across the next five years [Letters of Support attached] • Director of Title I and Elementary Education provides ongoing oversight and support • Director of Title I and Elementary Education with Leadership uses performance management system; walkthroughs; hallway walks; and data reviews to evaluate programming and implementation of SIG • Principal/ Assistant Principal present SIG updates to the school board twice yearly [pre-post]. <p>Action: Redesigning/ restructuring of building leadership and teams [support strong development and implementation of instructional coaching model and student support team model] based on interventions/ staff.</p>	Multiple Phases		<p>The Principal and Assistant Principal will be evaluated using NAFC Performance Management System. Performance evaluations for Principal and Assistant Principal conducted by Director of Title I and Elementary Education will show rating of effective or highly effective and the summative score will increase each year of the grant.</p>
		Phase Five [Summer Session]	SIG funds requested for 6 FTE staff positions	

	<ul style="list-style-type: none"> Principal will use high-quality job descriptions, and have the flexibility to hire: Behaviorist School Home Outreach Coordinator PreK Certified Teacher PreK instructional assistant Instructional Coach Interventionist <p>Person Responsible: Building Administrators</p>			
Leadership support & building leadership capacity	<p>Action: Leadership Support</p> <ul style="list-style-type: none"> Mentorship provided by a highly qualified educational consultant [Dr. Rhonda Roos] to work with current building administrators on areas of leadership including: Redesigning/ restructuring of building leadership based on the SIG initiatives and interventions and improving the overall performance and achievement indicators for SEJ Use and discuss the Performance Management System [NAFC evaluation system]; conduct hallway and classroom walkthroughs increasing support and building leadership capacity for indicators <p>Person Responsible: Building Administrators & Educational Consultant</p>	Multiple Phases (Multiple Quarters)	1003a SIG funds requested for: Improvement of Instruction mentoring [contract] spring 2018	<p>Performance Management System for Principal and Assistance Principal conducted by Director of Title I and Elementary Education will show ratings of effective or highly effective and the summative score will increase each year of the grant.</p> <p>Increase proficiency as measured on state assessments and district based formative assessments.</p> <p>Increase student attendance and reduced tardiness</p> <p>Decrease behavior referrals and suspensions.</p> <p>Increase leadership needs assessment scores.</p>
Develop Capacity of Teacher Leadership Effectiveness	<p>Action: Mentoring/ coaching [Dr. Rhonda Roos] will provide support for data team meetings, that includes: analysis of assessments, monitoring of district initiatives, effective use of the district's Performance Management System, and helping to deepen building administrators' understanding of additional leadership practices.</p> <p>Action: Intensive extended-time PD, identified and selected by building leadership and teachers, will be provided to increase collaborative efforts and support professional leadership growth of teachers</p> <p>Person Responsible: Building Administrators & Educational Consultant</p>	Multiple Phases (Multiple Quarters)	1003a SIG funds requested for: Improvement of Instruction [stipends] spring 2018	<p>Participating teachers will take a pre/post survey to summarize [take a pulse] of their perceptions of the PD and to inform needed adjustment to improve effectiveness</p> <p>Calendar for PD/ collaborative work Products and outcomes from the PD/ collaborative work</p>

Principal/ Teacher evaluation system which incorporates student growth	<p>Action: Annual performance for teachers and administrators are conducted multiple times across the school year.</p> <p>Pivot is the system for gathering data and linking to the rubric</p> <p>Daily hallway/ classroom walkthroughs Follow-up with feedback</p> <p>Person Responsible: Principal; Assistant Principal; Director of Title I and Elementary Education</p>	Multiple Phases (Multiple Quarters)	No SIG funds used	<p>Leaders and teachers will be evaluated using NAFC Performance Management System and will be rated in one of four categories [highly effective; effective; needs improvement; ineffective].</p> <p>Across the grant period, the percentage of teachers rated as highly-effective will increase and the numbers rated as needs improvement or ineffective will decrease, as evidenced in building summary analyses compiled by the Director of Title I and Elementary Education</p> <p>Self-assessment/ surveys (informal)</p> <p>Walkthrough data/ feedback</p>
Develop and Increase Teacher & School Leader Effectiveness	<p>Action: Identify focus of intensive extended-time PD to increase collaborative efforts and support professional leadership growth of teachers based on needs assessment [i.e., reading; writing; math; climate]</p> <ul style="list-style-type: none"> • Whole staff needs • Primary needs • Intermediate needs <p>Person Responsible: Principal; Assistant Principal; BLT, coaches and grade level teams</p>	Multiple Phases (Multiple Quarters)	1003a SIG funds requested for: Improvement of Instruction [stipends] spring 2018	<p>Participating teachers/ grade level teams will take a pre/post survey [this may be small focus group] to summarize [take a pulse] of their perceptions of the PD and to inform needed adjustment to improve effectiveness</p> <p>Master Schedule for PD [flexible]</p>

<p>Develop and Increase Teacher & School Leader Effectiveness</p> <p>Provide Staff with Financial Incentives & Opportunities for Leadership Development</p>	<p>Action: Extended/ increased learning time will be appropriately provided for all staff during before-, after-school; learning academies at the beginning and end of the school calendar to support teacher collaboration/ PLCs in strengthening and aligning curriculum, instruction, assessments and interventions [i.e., reading; writing; math]; and opportunities for staff to support, among other topics, instructional strategies, and climate.</p> <p>Person Responsible: Principal; Assistant Principal; building leadership, coaches</p> <p>Action: Curriculum teacher leader team will attend national or state conference in the area of writing.</p> <p>Person Responsible: Administrators, building leadership, coaches</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>1003a SIG funds requested for: Improvement of Instruction/ Certified [stipends] spring 2018</p> <p>Instruction/ Non-certified [stipends]</p> <p>Materials/ Resources/ supplies</p> <p>Conference & travel expenses \$6,000</p>	<p>Participating staff will take a pre/post survey [this may be small focus group] to summarize [take a pulse] of their perceptions of the PD and to inform needed adjustment to improve effectiveness</p> <p>Extended-learning opportunities will be tracked using a spreadsheet to document the type of PD activity and the staff participation.</p>
---	--	--	---	--

<p>Increase/ Extended Learning Time for students</p> <p>Increase Family Engagement</p>	<p>Action: SEJ will provide after school opportunities for students to help increase student achievement. Transportation will be provided. Person Responsible: Principal; Assistant Principal; BLT</p> <p>Action: SEJ will provide summer school opportunities for gr. 3 & 4 students to help increase student achievement. Transportation will be provided.</p> <p>Action: SEJ will provide learning opportunities for parents after-school/ evenings. Person Responsible: Behaviorist; School Home Outreach Coordinator]</p> <p>Action: SEJ will provide learning opportunities for preK parents before-, during, and/or after-school/ evenings. [Behaviorist; School Home Outreach Coordinator] Person Responsible: Behaviorist; School Home Outreach Coordinators</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>1003a SIG funds requested for: Transportation Spring 2018</p> <p>Instruction: 1003a grant to cover Certified \$7,700 salary/\$1397.55 benefits Instruction: Non-certified \$1,800 salary/\$137.70 benefits Transportation: \$4,000</p> <p>Instruction: Materials/ Resources/ supplies</p> <p>Parent Training: Materials/ Resources/ supplies Parent event Snacks \$500</p>	<p>Increased proficiency for students as measured on state assessments and district based common formative assessments.</p> <p>Extended-time opportunities will be tracked using a spreadsheet to document student participation. Participating students' data will be analyzed using CFA growth [May/ June] and ISTEP+</p> <p>Extended-time opportunities will be tracked using a spreadsheet to document the type of parent activity and the parent participation.</p> <p>Participating parents will take a pre-/post survey to summarize their perceptions of trainings and to inform needed adjustments to improve effectiveness</p>
--	---	--	---	--

<p>Increase/ Extended Learning Time for Students [preK]</p>	<p>Action: SEJ will hire a full-time pre-school teacher and teaching assistant to provide a full day preschool program for students the year prior to the start of kindergarten [15-18 students identified for the program] beginning 2018-2019 school year</p> <ul style="list-style-type: none"> • Develop/ Implement an age- and developmentally appropriate curriculum [research-based] and assessment system used to guide practice, improve programs, and inform Kdg. Readiness • Administrators will research & be knowledgeable on the ISTAR-KR assessment tool and the correlation to kindergarten assessments • Provide transportation • Purchase classroom equipment • Purchase materials & supplies • Use the NAFC Performance Management System that includes student growth to determine teacher effectiveness • Provide options for developing and increasing teacher & school leader effectiveness • Provide regular communication to parents about learning objectives aligned to IN Early Learning Foundations • Implement level 3 or 4 program eligible for On My Way PK funding/ sustainability end of Year 4. <p>Person Responsible: Principal, Teacher Team, School Home Outreach Coordinator)</p>	<p>Phase Four (Fourth Quarter)</p>	<p>1003g SIG funds requested for:</p> <p>Instruction/Benefits [certified]</p> <p>Instruction/Benefits [non-certified]</p> <p>Transportation</p> <p>Curriculum</p> <p>Assessments</p> <p>Materials/ Resources/ supplies</p> <p>\$20,000</p>	<p>Increased reading and math proficiency as measured on district based formative assessments for kindergarten.</p> <p>Increased proficiency of concepts of print and numeracy and number sense of students to inform kindergarten readiness [transition protocols and assessments].</p> <p>Proficiency as measured on the ISTAR-KR assessment tool</p> <p>Decrease behavior referrals and suspensions.</p> <p>Increase attendance rates and decrease tardiness</p> <p>\$5,000 Materials/resources/supplies for PreK classroom</p> <p>\$15,000 Equipment, furniture/curriculum for a PreK classroom</p>
<p>Increase/ Extended Learning Time for Students</p>	<p>Action: SEJ will hire highly qualified certified teachers and non-certified teaching assistants to provide engaging after-school/ extended day learning opportunities.</p> <p>Person Responsible: Building Administrators, BLT</p>	<p>Phase Four (Fourth Quarter)</p>	<p>1003g SIG funds requested for:</p> <p>Instruction/ [certified]</p> <p>Instruction/ [non-certified]</p>	<p>Increase proficiency as measured on state assessments and district based common formative assessments.</p> <p>Decrease behavior referrals and suspensions.</p> <p>Increase attendance rates and decrease tardiness</p>

Develop and Improve School Climate and Classroom Culture	<p>Action: SEJ will hire a Behaviorist who will support students identified by the staff as highly at-risk and “in crisis”. He/she will work with parents, advocate for the child, and connect with the mental health therapist (Home of the Innocence) to help coordinate services.</p> <p>Action: SEJ will hire a School Home Outreach Coordinator to work collaboratively with staff and the behaviorist to increase attendance and recurring tardiness, provide individual and small groups support for students; provide parent training linked to the goals of the SIG interventions and goals; and link families to needed resources.</p> <p>Person Responsible: Principal; Assistant Principal; SEJ BLT</p>	Phase Five (Summer Session)	<p>1003g SIG funds requested for: Student Support Services/ Benefits [certified]</p> <p>Student Support Services/ Benefits [certified]</p>	<p>Decrease behavior referrals and suspensions.</p> <p>Increase attendance rates and decrease tardiness</p> <p>Increase proficiency as measured on state assessments and district based common formative assessments.</p>
Develop and Increase Teacher and School Leader Effectiveness; Effective Instruction	<p>Action: SEJ will hire a Math Coach to provide professional development to teachers during and after the school day.</p> <ul style="list-style-type: none"> • demonstrate lessons; provide feedback on implementation of balanced math • assist teachers in analyzing CFA data • plan for core instruction & intervention/acceleration <p>Person Responsible: Principal; Assistant Principal</p>	Phase Five (Summer Session)	<p>1003g SIG funds requested for: Improvement of Instruction/ Benefits [certified]</p>	<p>Increase math proficiency as measured on state assessments and district based common formative assessments.</p> <p>Increase in PD/ job-embedded opportunities for teachers</p>
Effective Instruction/ intervention [Comprehensive instructional reform]	<p>Action: SEJ will hire an Interventionist to provide additional small group instruction for students who are performing below grade level.</p> <ul style="list-style-type: none"> • provide students personalize and differentiated learning using technology to increase knowledge and fluency in math facts (IXL & Reflex Math); • Provide support in analyzing complex problems <p>Person Responsible: Principal; Assistant Principal</p>	Phase Five (Summer Session)	<p>No SIG funds used</p> <p>1003g SIG funds requested for: Instruction/ [certified]</p>	<p>Increased math proficiency as measured on state assessments and district based common formative assessments.</p>

Part 6c: Selection of Improvement Model – Implementation Years – SY 2018-2019, SY 2019-2020

Instructions: Complete the table below detailing the two-year implementation plan, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. RURAL schools (as defined under subpart 1 or 2 of part B of Title VI of the ESEA Rural Education Assistance Program) may elect to modify ONE principle for Turnaround or Transformation. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>		<u>Budgeted Items</u>
		SY 2018-2019	SY 2019-2020	
Leadership flexibility	Superintendent and Central Office Staff	Provide Operational Flexibility & Support (Central Office) <ul style="list-style-type: none"> Principal & BLT begin Yr. 1 Implementing Principal given operational flexibility (control over staff, time, program & budget) Leadership Team will meet monthly to review goals and action plan LEA Provides Effective Oversight & Support for Yr. 1 Implementation of Interventions in SEJ: <ul style="list-style-type: none"> <i>Superintendent, Board & Education Association support all aspects of S. Ellen Jones' Transformation Model</i> <i>Director of Title I and Elementary Education provides ongoing oversight and support</i> <i>Principal/ Assistant Principal present SIG updates twice yearly [pre/post] to the school board</i> 	Provide Operational Flexibility & Support (Central Office) <ul style="list-style-type: none"> Principal & BLT begin Yr. 2 Implementing Principal given operational flexibility (control over staff, time, program & budget) Leadership Team will meet monthly to review goals and action plan LEA Provides Effective Oversight & Support for Yr. 2 Implementation of Interventions in SEJ: <ul style="list-style-type: none"> <i>Superintendent, Board & Education Association support all aspects of S. Ellen Jones' Transformation Model</i> <i>Director of Title I and Elementary Education provides ongoing oversight and support</i> <i>Principal/ Assistant Principal present SIG updates twice yearly [pre/post] to the school board</i> 	No SIG Funds

Principal/ Teacher Performance Management System [evaluation system that incorporates growth]	Principal Director of Title I and Elementary Education	<p>Action: Developed and approved by NAFC educators and administrators, annual performance management system for teachers & principals are conducted multiple times across the school year including announced & unannounced performance reviews.</p> <p>Action: Pivot is the system used for gathering data [overall & special populations] and linking to the scoring rubric</p> <p>Action: Classroom walkthroughs and hallway walks occur daily.</p>	<p>Action: Developed and approved by NAFC educators and administrators, annual performance management system for teachers & principals are conducted multiple times across the school year including announced & unannounced performance reviews.</p> <p>Action: Pivot is the system used for gathering data [overall & special populations] and linking to the scoring rubric</p> <p>Action: Classroom walkthroughs and hallway walks occur daily.</p>	
Leadership support & building leadership capacity	Building Administrators & Educational Consultant	<p>Action: Mentorship will be provided by a highly qualified educational consultant to work with current building administrators on areas of leadership including; structuring of data team meetings, analysis of assessments, monitoring of district initiatives, effective use of the district evaluation system, and helping to deepen building administrators' understanding of additional leadership practices.</p>	<p>Action: Mentorship will be provided by a highly qualified educational consultant to work with current building administrators on areas of leadership including; structuring of data team meetings, analysis of assessments, monitoring of district initiatives, effective use of the district evaluation system, and helping to deepen building administrators' understanding of additional leadership practices.</p>	2 days per quarter, contracted service \$750 per day, 8 days during the 2018-2019 & 2019-2020 school years, \$6,000 per year, \$12,000 total

Develop and Improve School Climate and Classroom Culture	Building Administrators & Behaviorist	<p>Action: Behaviorist will support students identified by the staff as highly at-risk and “in crisis”. He/she will work with parents, advocate for the child, and connect with the school based therapist (HOI) to help coordinate services.</p>	<p>Action: Behaviorist will support students identified by the staff as highly at-risk and “in crisis”. He/she will work with parents, advocate for the child, and connect with the school based therapist (HOI) to help coordinate services. Staff members will be trained and able to continue the implementation of newly learned skills upon completion of the 19-20 school year.</p>	Contracted service \$50,000 per year, \$100,000 total
--	---------------------------------------	--	--	---

<p>Develop and Increase Teacher & School Leader Effectiveness/ Effective Instruction [Comprehensive instructional reform]</p> <p>Provide Staff with Incentives & Opportunities for Leadership Development</p>	Math Coach	<p>Action: Math Coach will provide professional development to teachers during and after the school day. The Math Coach will demonstrate lessons, and provide feedback on the implementation of the balanced math program. The Math Coach will assist teachers in analyzing math CFA data to plan for core instruction and intervention/acceleration.</p>	<p>Action: Math Coach will provide professional development to teachers during and after the school day. The Math Coach will demonstrate lessons, and provide feedback on the implementation of the balanced math program. The Math Coach will assist teachers in analyzing math CFA data to plan for core instruction and intervention/acceleration.</p>	<p>\$69,713.04 salary and \$28,231.68 benefits (18-19)</p> <p>\$71,107.30 salary and \$28,523.22 benefits (19-20)</p>
	Building Administrators, Literacy Coach, Math Coach, Curriculum Teacher Leaders	<p>Action: Curriculum Teacher leader teams and an administrator or coach will attend national conferences in the areas of reading or math.</p>	<p>Action: Curriculum Teacher leader teams and an administrator or coach will attend national conferences in the areas of reading or math.</p>	<p>\$6,000 per team, \$12,000 total</p>
	Literacy & Math Coach	<p>Action: Professional development opportunities will be provided to certified and non-certified staff members on the implementation of a balanced literacy framework and balanced math program.</p>	<p>Action: Professional development opportunities will be provided to certified and non-certified staff members on the implementation of a balanced literacy framework and balanced math program.</p>	<p>Monthly PD Cost per year (10 sessions) for 1.5 hours, staff paid hourly rate</p> <p>Certified: (18 cert staff, \$44.44 per hour) Salary \$11,998.80, FICA \$917.91, TRF \$1,259.88</p> <p>Non-Certified: (11 non-cert staff, \$15.00 per hour) Salary \$2,475, FICA \$189.34</p>

	Literacy Coach & Teachers	Action: Teachers will select high interest literature to add to classroom libraries. An increase in high interest book choice will help increase reading engagement and stamina.		\$400 each for 15 teachers, \$6,000 total
Effective Instruction/ Intervention [Comprehensive instructional reform]	Interventionist	Action: The interventionist will assist the Literacy & Math Coaches in providing professional development to teachers during and after the school day. The Interventionist will assist in demonstrating lessons, and providing feedback on the implementation of the balanced math & literacy frameworks. The Interventionist will assist teachers in analyzing math & ELA CFA data to plan for core instruction and intervention/ acceleration.	Action: The interventionist will assist the Literacy & Math Coaches in providing professional development to teachers during and after the school day. The Interventionist will assist in demonstrating lessons, and providing feedback on the implementation of the balanced math & literacy frameworks. The Interventionist will assist teachers in analyzing math & ELA CFA data to plan for core instruction and intervention/ acceleration.	\$46,749.11 salary & \$23,429.93 benefits (18-19)
	Math Coach & Building Administrators	Action: Purchase high interest math programs (IXL & Reflex Math) to provide students technological resources to increase knowledge and fluency in math facts.	Action: Purchase high interest math programs (IXL & Reflex Math) to provide students technological resources to increase knowledge and fluency in math facts.	\$49,724.09 salary & \$24,051.98 benefits (19-20) \$5,810 Reflex Math & \$1,350 IXL (per year)

Increase learning time for students [preK] [Comprehensive instructional reform]	Extended day learning teacher and assistant, transportation	Action: Provide extended day learning opportunities for subgroups of students in the areas of math and English language arts. Transportation will be provided home to remove any barriers for participation.	Action: Provide extended day learning opportunities for subgroups of students in the areas of math and English language arts. Transportation will be provided home to remove any barriers for participation.	30 sessions/1.5 hours per session Per year cost: Certified Staff: (10 cert staff, \$55.00 per hour, 1.5 hours + .5 hours planning time) \$33,000 Salary & \$5,989.50 FICA/TRF Non-Certified Staff: (10 non-cert staff, \$15.00, 1.5 hours) \$6,750 Salary & \$516.38 FICA Transportation \$6,000
	Summer school learning opportunities, teacher, assistant, transportation	Action: Provide summer school "jump start" opportunities for incoming gr. 3 & 4 students in the areas of math and English language arts (2 weeks for 3 hours per day). Transportation and snacks will be provided to remove any barriers for participation.	Action: Provide summer school "jump start" opportunities for incoming gr. 3 & 4 students in the areas of math and English language arts (2 weeks for 3 hours per day). Transportation and snacks will be provided to remove any barriers for participation.	Instruction: Certified (4 cert staff, \$55.00 per hour, 3 hours + .5 hour plan) \$7,700 salary/\$1397.55 benefits Instruction: Non-certified (4 non cert staff, \$15.00 per hour, 3 hours per day) \$1,800 salary & \$137.70 benefits Transportation: \$4,000
	Preschool teacher and teaching assistant, transportation	Action: Provide a full-day preschool program for	Action: Provide a full-day preschool program for students the year prior to the	

		students the year prior to the start of kindergarten. 15-18 students will be targeted for the program.	start of kindergarten. 15-18 students will be targeted for the program.	<p>Certified \$40,860.18 Salary & \$22,198.54 Benefits</p> <p>Non-Certified \$12,960 salary/\$991.44 FICA</p> <p>Transportation \$36,000</p>
--	--	--	---	--

<p>Increase Family & Community Engagement</p> <p>Provide staff incentives & opportunity for leadership</p>	School Home Outreach Coordinator	<p>Action: Assist with the planning and promoting of the school based parent workshops. Track attendance, communicate with parents, and conduct home visits to reduce absences and tardiness. Work closely with building administrators, behaviorist, counselor, and building based mental health therapist to best support families in need.</p>	<p>Action: Assist with the planning and promoting of the school based parent workshops. Track attendance, communicate with parents, and conduct home visits to reduce absences and tardiness. Work closely with building administrators, behaviorist, counselor, and building based mental health therapist to best support families in need.</p>	<p>Non-certified \$35,000 Salary & \$16,677.50 Benefits</p>
	School Home Outreach Coordinator & Assistant Principal/Title I Coordinator	<p>Action: Resources will be provided to parents in conjunction with the schools' parent workshop plan. Parent expertise will increase in supporting students with home practice. This support will provide students additional time and repetition practicing grade level indicators.</p>	<p>Action: Resources will be provided to parents in conjunction with the schools' parent workshop plan. Parent expertise will increase in supporting students with home practice. This support will provide students additional time and repetition practicing grade level indicators.</p>	<p>4 kindergarten, 1 (gr. 1,2,3,4) and 2 whole school parent events</p> <p>\$100 per event, total of \$1,000 per year</p> <p>\$5,000 per year, parent event snacks (\$500 per event)</p>

Part 6d: Selection of Improvement Model – Sustainability Year - SY 2020-2021

Instructions: Complete the table below for sustainability year of SIG, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete. (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Par 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Leadership Changes & Flexibility	<p>Action: Leadership Team established, with principal autonomy in decision-making</p> <ul style="list-style-type: none"> Principal leads turnaround efforts, with autonomy over schedule, budget and staffing Principal provides progress reports to NAFC school board Building leadership team meetings focus on building leadership capacity; developing teacher leadership; and continuous school improvement plan Team of effective/ highly effective teachers & leaders who have a sense of urgency about raising SEJ's achievement & improving the school's climate participate in extended learning opportunities to support professional growth and leadership <p>Person Responsible: Principal</p>	Multiple Phases	General Fund No SIG funds	SEJ leadership team will create overview of data to demonstrate the effectiveness of SIG initiatives over the past 3 years.
Performance Management System that incorporates student growth	<p>Action: Annual Performance Management System for teachers & principals are conducted multiple times across the school year. PIVOT is used for gathering and managing data and linking to the rubric. Hallway and classroom walkthroughs are conducted daily.</p> <p>Person Responsible: Building Administrators; Director of Title I and Elementary Education for K-4 principal</p>	<p>Multiple Phases</p> <p>Daily walk/throughs</p>	General Fund No SIG funds	SEJ teachers and administrators will be rated effective or highly effective
Leadership support & leadership capacity	<p>Action: Mentorship will be provided by a highly qualified educational consultant to work on areas of leadership including:</p> <ul style="list-style-type: none"> Focus on academic performance [critical need basis] Focus on leading indicators [critical need basis] deepen understanding of additional leadership practices <p>Person Responsible: Building Administrators, Educational Consultant</p>	Multiple Phases (Multiple Quarters)	1 days per quarter, contracted service \$750 per day, 4 days total, \$3,000 per year	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased student attendance.</p> <p>Decreased behavior referrals and suspensions.</p> <p>Increased leadership needs assessment scores.</p>

<p>Develop and Increase Teacher & School Leader Effectiveness/ Effective Instruction [Comprehensive instructional reform]</p> <p>Provide staff incentives & opportunity for leadership</p>	<p>Action: Math Coach will provide professional development to teachers during and after the school day. The Math Coach will demonstrate lessons, and provide feedback on the implementation of the balanced math program. The Math Coach will assist teachers in analyzing math CFA data to plan for core instruction and intervention/acceleration.</p> <p>Person Responsible: Leadership Team, Grade level teams</p> <p>Action: Curriculum Teacher leader teams and the math/literacy coaches will provide professional development opportunities to certified and non-certified staff members on the implementation of a balanced literacy framework and balanced math program.</p> <p>Person Responsible: Leadership Team, certified and non-certified instructional staff</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>\$72,529.45 salary & \$28,820.59 benefits</p> <p>Bi-monthly PD (5 sessions) for 1.5 hours, staff paid hourly rate</p> <p>Certified: (18 cert staff, \$44.44 per hour) Salary \$5,999.94, FICA \$458.95, TRF \$629.99</p> <p>Non-Certified: (11 non-cert staff, \$15.00 per hour): Salary \$1,237.50, FICA \$94.67</p>	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessment scores.</p> <p>Classroom teachers will be adequately prepared to implement the Literacy Framework, Writing Workshop and Balanced Math program and provide instruction aligned to complex, higher level thinking [i.e., ISTEP+, STEM] because of PD and support provided by the instructional coaches</p>
<p>Develop and Increase Teacher & School Leader Effectiveness/ Effective Instruction</p>	<p>Action: The interventionist will assist the Literacy & Math Coaches in providing professional development to teachers during and after the school day. The Interventionist will assist in demonstrating lessons, and providing feedback on the implementation of the balanced math & literacy frameworks. The Interventionist will assist teachers in analyzing math & ELA CFA data to plan for core instruction and intervention/acceleration.</p> <p>Person Responsible: Leadership Team, coaches</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>\$51,724.09 Salary & \$24,533.91 Benefits</p>	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessment scores.</p>
<p>Effective Instruction/ Intervention</p>	<p>Action: Implement personalized and differentiated learning using high interest math programs (IXL & Reflex Math) and technology to increase students' knowledge and fluency in math facts.</p> <p>Person Responsible: Math Coach & Building Administrators</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>\$5,810 Reflex Math & \$1,350 IXL (per year)</p>	<p>Increased math proficiency as measured on state assessments and district based formative assessments.</p>

<p>Increase learning time for students [preK] [Comprehensive instructional reform]</p>	<p>Action: Provide extended day learning opportunities for subgroups of students in the areas of math and English language arts. Transportation will be provided home to remove any barriers for participation. Person Responsible: Extended day learning teacher & assistant, transportation</p> <p>Action: Provide summer school "jump start" opportunities for incoming gr. 3 & 4 students in the areas of math and English language arts. Transportation and snacks will be provided to remove any barriers for participation. Person Responsible: Administrators, teachers & assistants, transportation</p> <p>Action: Provide a full day preschool program for students the year prior to the start of kindergarten. 15-18 students will be targeted for the program. Person Responsible: Preschool teacher & assistant, transportation</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>30 sessions/1.5 hours per session</p> <p>Per year cost: Certified Staff: (10 cert staff, \$55.00 per hour, 1.5 hours + .5 hours planning time) \$33,000 Salary & \$5,989.50 FICA/TRF</p> <p>Non-Certified Staff: (10 non-cert staff, \$15.00, 1.5 hours) \$6,750 Salary & \$516.38 FICA</p> <p>Transportation \$6,000</p> <p>Instruction: Certified (4 cert staff, \$55.00 per hour, 3 hours + .5 hour plan) \$7,700 salary/\$1397.55 benefits Instruction: Non-certified (4 non cert staff, \$15.00 per hour, 3 hours per day) \$1,800 salary & \$137.70 benefits</p>	<p>Increased proficiency for subgroups as measured on state assessment and district based formative assessments.</p> <p>Increased reading and math proficiency as measured on district based formative assessments for kindergarten.</p> <p>Increased proficiency of concepts of print and numeracy and number sense of students to inform kindergarten readiness [transition protocols and assessments].</p> <p>Decrease behavior referrals and suspensions.</p> <p>Increase attendance rates and decrease tardiness</p>
--	---	--	---	---

			Transportation: \$4,000 Certified \$40,860.18 Salary & \$22,198.54 Benefits Non-Certified \$12,960 salary & \$991.44 FICA Transportation \$36,000	
Increase Family Engagement & Community Relationships [Comprehensive instructional reform]	<p>Action: School Home Outreach Coordinator will assist with the planning and promoting of the school based parent workshops. Track attendance, communicate with parents, and conduct home visits to reduce absences and tardiness. Work closely with building administrators, behaviorist, counselor, and building based mental health behaviorist to best support families in need.</p> <p>Person Responsible: School Home Outreach Coordinator, Building Administrators oversee</p> <p>Action: Resources will be provided to parents in conjunction with the schools' parent workshop plan. Parent expertise will increase in supporting students with home practice. This support will provide students additional time and repetition practicing grade level indicators.</p> <p>Person Responsible: School Home Outreach Coordinator, Assistant Principal/Title I Coordinator</p>	Multiple Phases (Multiple Quarters)	Non-certified \$35,000 Salary & \$16,677.50 Benefits 4 kindergarten, 1 (gr. 1,2,3,4) and 2 whole school parent events \$100 per event, total of \$1,000 per year \$5,000 per year, parent event snacks (\$500 per event)	Reduction in discipline referrals and suspensions. Increase in attendance rate and reduction in tardiness. Increase in parent attendance at parent workshops. Increase in climate/culture parent needs assessment.

Part 6e: Selection of Improvement Model – DISTRICT Sustainability Year - SY 2021-2022

Instructions: Complete the table below detailing the sustainability plan for **AFTER** SIG funding, if selected improvement model is: Transformation, Turnaround, Early Learning or Whole School Reform. Restart and Closure models do not need to complete *(Indicate what areas and interventions the district plans to sustain AFTER grant funding.)* (200 word maximum for each action step)

Please reference the IDOE SIG website: www.doe.in.gov/sig and utilize the document: **1003g SIG Models Part 6 SY 2017-2018**, to help complete the Required Elements column that aligns with your model selection.

<u>Required Elements</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
Leadership Support & Flexibility	<p>Action: Leadership team firmly established, with principal autonomy in decision-making</p> <ul style="list-style-type: none"> Principal leads all turnaround efforts, with autonomy over schedule, budget & staffing Provides progress reports to NAFC board of education BLT meetings focus on building leadership capacity; developing teacher leadership; and school improvement planning Team of effective/ highly effective teachers & leaders who are raising SEJ's achievement & improve school culture; supporting professional growth & leadership <p>Person Responsible: Leadership Team</p>	Multiple Phases	General Fund No SIG funds used	SEJ school leadership team will compile data to demonstrate the effectiveness of SIG initiatives over the past 4 years
Performance Management System incorporates student growth	<p>Action: Annual Performance Management System for teachers & principals are conducted multiple times across the school year. PIVOT is the system used for gathering and managing data and linking to the rubric. Hallway and classroom walkthroughs are conducted daily.</p> <p>Person Responsible: Principal for teachers; Director of Title I and Elementary Education for K-4 principal]</p>	Multiple Phases	General Fund No SIG funds	100% of SEJ teachers and administrators are rated effective/ highly effective by May 2022
Develop and Increase Teacher & School Leader Effectiveness	<p>Action: Building administrators will continue to implement new learning on areas of leadership including; structuring of data team meetings, analysis of assessments, monitoring of district initiatives, effective use of the district evaluation system, and helping to deepen building administrators' understanding of additional leadership practices.</p> <p>Person Responsible: Principal, BLT, coaches</p>	Multiple Phases (Multiple Quarters)	\$0	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased student attendance.</p> <p>Decreased behavior referrals and suspensions.</p> <p>Increased leadership needs assessment scores.</p>

<p>Develop and Increase Teacher & School Leader Effectiveness / Effective Instruction</p> <p>Provide staff incentives & opportunity for leadership</p>	<p>Action: Math Coach will provide professional development to teachers during and after the school day. The Math Coach will demonstrate lessons, and provide feedback on the implementation of the balanced math program. The Math Coach will assist teachers in analyzing math CFA data to plan for core instruction and intervention/acceleration. The Math Coach will replace a classroom position due to retirement upon completion of funding.</p> <p>Person Responsible: Building Administrators & Curriculum Teams</p> <p>Action: Curriculum Teacher leader teams and the math/literacy coaches will provide professional development opportunities to certified and non-certified staff members on the implementation of a balanced literacy framework and balanced math program. Staff members will be trained on best practice in the areas of literacy and math and will be able to continue the implementation of newly learned skills upon completion of funding. Additional job-embedded training will be provided, as needed.</p> <p>Person Responsible: Building Administrators & Curriculum Teams</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>\$0</p> <p>\$0</p>	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessment scores.</p>
--	---	--	-----------------------	---

Develop and Increase Teacher & School Leader Effectiveness / Effective Instruction	<p>Action: The interventionist will assist the Literacy & Math Coaches in providing professional development to teachers during and after the school day. The Interventionist will assist in demonstrating lessons, and providing feedback on the implementation of the balanced math & literacy frameworks. The Interventionist will assist teachers in analyzing math & ELA CFA data to plan for core instruction and intervention/acceleration. The interventionist will replace a classroom position due to retirement upon completion of funding.</p> <p>Person Responsible: Building Administrators</p> <p>Action: Purchase high interest math programs (IXL & Reflex Math) to provide students technological resources to increase knowledge and fluency in math facts. Title I or other grant funding will be sought to continue these programs upon completion of funding.</p> <p>Person Responsible: Building Administrators</p>	Multiple Phases (Multiple Quarters)	<p>\$0</p> <p>\$5,810 Reflex Math & \$1,350 IXL (per year)</p>	<p>Increased proficiency as measured on state assessments and district based formative assessments.</p> <p>Increased instructional needs assessment scores.</p> <p>Increased math proficiency as measured on state assessments and district based formative assessments.</p>
<p>Increase learning time for students</p> <p>Increase learning time for students [preK]</p>	<p>Action: Provide extended day learning opportunities for subgroups of students in the areas of math and English language arts. Transportation will be provided home to remove any barriers for participation. (Extended day learning teacher & assistant, transportation) Student achievement gaps will close due to the SIG interventions. A smaller number of students will need intervention upon the closing of educational gaps, thus needs can be supported by current staff during the current instructional day.</p> <p>Person Responsible: Grade level teams</p> <p>Action: Provide a full day preschool program for students the year prior to the start of kindergarten. 15-18 students will be targeted for the program. (Preschool teacher & assistant, transportation) On My Way PK funding will be explored to continue this program.</p> <p>Person Responsible: Building Administrators, Director of Elementary & Title I</p>	Multiple Phases (Multiple Quarters)	<p>\$0</p> <p>\$0</p>	<p>Increased proficiency for subgroups as measured on state assessment and district based formative assessments.</p> <p>Increased reading and math proficiency as measured on district based formative assessments for kindergarten.</p> <p>Increased proficiency of concepts of print and numeracy and number sense of students to inform kindergarten readiness [transition protocols and assessments].</p> <p>Decrease behavior referrals and suspensions.</p> <p>Increase attendance rates and decrease tardiness</p>

<p>Increase Family Engagement and Community Partnerships</p> <p>Provide staff incentives & opportunity for leadership</p>	<p>Action: School Home Outreach Coordinator will assist with the planning and promoting of the school based parent workshops. Track attendance, communicate with parents, and conduct home visits to reduce absences and tardiness. Work closely with building administrators, behaviorist, counselor, and building based mental health behaviorist to best support families in need. (School Home Outreach Coordinator, Building Administrators oversee) During the duration of the grant, increased connections will be made between staff, families, and community services eliminating the need for this position.</p> <p>Person Responsible: Building leadership team</p> <p>Action: Resources will be provided to parents in conjunction with the schools' parent workshop plan. Parent expertise will increase in supporting students with home practice. This support will provide students additional time and repetition practicing grade level indicators. Small community grants and donation funds will be utilized to continue providing resources at parent events.</p> <p>Person Responsible: School Home Outreach Coordinator, Assistant Principal/Title I Coordinator)</p>	<p>Multiple Phases (Multiple Quarters)</p>	<p>\$0</p> <p>4 kindergarten, 1 (gr. 1,2,3,4) and 2 whole school parent events</p> <p>\$100 per event, total of \$1,000 per year</p>	<p>Reduction in discipline referrals and suspensions.</p> <p>Increase in attendance rate and reduce tardiness.</p> <p>Increase in parent attendance at parent workshops and activities.</p> <p>Increase in climate/culture parent needs assessment.</p>
---	--	--	--	---

Part 7: Data Collection Tools

Instructions: Please provide a list of all assessments and programs that your school utilizes.

Assessments	Behavior Programs	Attendance Programs	Intervention Programs	Grading System/Parent Access Programs	Other School Programs
<ul style="list-style-type: none"> • ISTEP+ [state accountability];3-4 ELA; 3-4 Math; 4 Science • IREAD3 [reading] • WIDA [K-4 diagnostic/ ELL only] • DRA2 [K-4 reading] • Common Formative Assessments [ELA 2-4; Math 1-4] • Common Writing Prompt: Grades K-1 [District rubric]; Grades 2-4 [ISTEP+ rubric] • ISTAR 3-4 [SpEd only] • DIBELS Gr 1 [NWF] • Naglieri Nonverbal Ability Test [ELA/ Math; K & 2] 	<ul style="list-style-type: none"> • PBIS-Conscious Discipline • 7 Skills of Discipline • 7 Skills for Conscious Adults • Footprints for Life (social skills focused lessons provided by Our Place) • Drug & Alcohol prevention lessons (provided by Our Place) • Class Dojo 	<ul style="list-style-type: none"> • School Based Incentives • District Policies/Guidelines 	<ul style="list-style-type: none"> • After school groups [reading; math] • Home of Innocence [therapy group; partnership w/ SEJ for students in crisis] • Waterford • Daily Acceleration & Intervention Block • ICU Reading Intervention • MyOn • Reading Assistant • Skills Groups based on individual needs using research based strategies • BTS (Bridge to Success) after school program 	<ul style="list-style-type: none"> • Report Cards • Progress Reports • Parent Teacher Conference in the fall • Newsletters (school and classroom) • Family Fun Events [partnership w/ 21st Century Bridge to Success program] • PTO • Various social media connections (Facebook, Class Dojo, etc) • INOW • Pivot 	<ul style="list-style-type: none"> • Balance Literacy [K-4] • Guided Reading by Jan Richardson [K-4] • Writer's Workshop by Lucy Calkin [K-4] • SRA Imagine It [K-2] • Balanced Math [K-4] • Biweekly guidance lessons

Part 8: Outcome Artifact

Instructions: Schools will be required to produce a tangible outcome piece to be shared with IDOE and published on IDOE website as resources for other schools for each year of the grant. This outcome piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Outcome Artifacts will be due summer of each year. Possible Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, or Podcast. Outcome Artifacts should be linked to goals in your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data. (1 page maximum)

Briefly describe what the school will plan to submit as an Outcome Artifact at the end of SY 2016-2017 and how this will be aligned to your grant.

S. Ellen Jones will submit outcome artifacts that align with our SIG focus areas in place for leadership mentoring, professional development, instructional coaching, and increased learning opportunities to document the progress of our school. These artifacts will be in the form of photographs, videos of powerful teaching practices & parent workshops, and professional development samples. All stakeholders will assist in the creation of the outcome documentation. These artifacts will be acquired throughout the grant cycle as evidence of the SIG progress. S. Ellen Jones staff and students will make annual presentations to the School Board during a board meeting and parents during a parent workshop.

Part 9: Selection of External Providers (Optional)

Instructions: Whole School Reform **REQUIRES** the selection of a third party – a strategy developer – as part of implementation.

An LEA may use an “external provider” such as a charter school operator or education management organization in a Restart model or contract with a turnaround organization to assist with implementing the Turnaround model. An LEA may also use an external provider for technical expertise in implementing various components of all models, including evaluation its data, job-embedded professional development, teacher evaluation and support, or safe school environments.

If the LEA will use an external provider, complete the table below:

Capacity Task	District Evidence
Will the district use an external provider?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
1. Interviewing and analyzing external providers to determine evidence-based effectiveness, experience, expertise, and documentation to assure quality and efficiency of each external provider based on each school's identified SIG needs	Based on the district's expertise, experience, and evidence of effectiveness, NAFCS selected its external provider for supporting the Leadership/ Principal Mentor role or initiative with SIG schools.

Capacity Task	District Evidence
2. Selecting an external provider based upon the provider meeting school needs, and their commitment of timely and effective implementation	NAFCS began a partnership with Home of the Innocence [support for children in crisis] this school year. Based on the significantly higher level of student/ family needs at S. Ellen Jones, we will ask Home of Innocence to provide more targeted assistance with providers that are already assisting us and expand services to S. Ellen Jones since they know our students and families [aligned to SIG goals], and will provide the additional support needed to address findings revealed in SEJ needs assessment
3. Aligning the selection with existing efficiency and capacity of LEA and school resources, specifically time and personnel	<p>Strong alignment to existing efficiency and capacity, specifically time and personnel/ staff, has been modeled; demonstrated success in moving school to improvement status. Has supported other principals in the Transformation Model process [extensive years of experience]</p> <p>Basic technology resources provided by the district [e.g., wireless, classroom iPads, digital content] enable S. Ellen Jones to pursue and support blended-learning strategies and interventions to effectively integrate technologies to help transform teaching and learning within its school.</p> <p>The district's central office believes that the external providers are committed, to meeting the needs at S. Ellen Jones, and that their efforts are aligned with district and school goals and resources to effectively implement and support this math intervention</p>
4. Assessing the services, including, but not limited to: communication, sources of data used to evaluate effectiveness, monitoring of records, in-school presence, recording and reporting of progress with the selected service provider(s) to ensure that supports are taking place and are adjusted according to the school's identified needs	<p>The district instructional team conducts routine progress checks at the school. During these visits, district leadership meets with the building leadership team. Building staff provide analysis of implementation progress and provide feedback as to what is working and where additional support is needed. The SIG interventions/ initiatives and services provided through external providers are examined for their effectiveness in meeting staff and student needs.</p> <p>In addition, the Director of Title I and Elementary Education conducts regular on-site visits, classroom observations, review of finances and data reviews to assess progress toward goals. The Director of Title I and Elementary Education conducts regular meetings with the school principal, as well as the assistant principal and the BLT. Needs of the school requiring a district-wide approach are then shared and discussed during Cabinet meeting.</p> <p>The Director of Title I and Elementary Education and the SEJ principal monitors the impact of in-school presence, external provider communication and the effectiveness of staffs' implementation of provider supports.</p>
5. Scope of work is provided, or can be provided prior to start of grant. If scope of work not available at time of submission, summary of school expectations for External	NAFCS has previously worked with our external providers, at the district level, and requires explicit scopes of work including timelines and goals before a contractual agreement is signed. Contract language allows the district to terminate agreements when anticipated services are not delivered to the satisfaction of district.

Capacity Task	District Evidence
Provider must be provided. Prior to an external provider work beginning, LEA must receive IDOE approval	Upon request, a copy of this scope of work and expectations reflecting the grant goals will be provided to the IDOE.

Part 10: LEA Capacity to Implement the Improvement Model and LEA Risk Assessment

Instructions: Provide district evidence for each capacity task below. Evidence pieces listed below are recommended.

LEA Capacity Task	Yes	No	District Evidence
1. Projected budgets are sufficient and appropriate to support the full and effective implementation of the intervention for up to five years, while meeting all fiscal requirements, being reasonable, allocable, and necessary, and clearly planning for sustainability after funding	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • See attached Budget • Director of Title I and Elementary Education and the Principal developed and reviewed the attached budget [developed using IDOE guidance]. District and school leadership collaborated to identify areas of need and then researched models, programs and interventions for a research-base and program effectiveness that aligned with the school's demographics. • District calculated salaries based on employees in comparable positions [i.e., instructional coaches; outreach coordinators; highly qualified teacher[s]] • Budget resources to support effective implementation are thoroughly calculated and aligned with each identified transformation intervention requirement/option • All budget items are reasonable, allocable and needed in relation to the proposal. Budgets reflect standard rates for comparable work. • Proposed funded staff, extended-time opportunities, digital content, partners, professional development and all components proposed in this grant are directly linked to the improvement of student achievement

LEA Capacity Task	Yes	No	District Evidence
			<ul style="list-style-type: none"> Director of Title I and Elementary Education, the Principal and BLT have discussed and designed all components in this grant for sustainability after funding ends
<p>2. The LEA and administrative staff have the credentials, demonstrated track record, and have made at least a five-year commitment to the implementation of the selected model</p> <div> <ul style="list-style-type: none"> Ability to recruit new principals through partnerships with outside educational organizations and/or universities Statewide and national postings for administrative openings <ul style="list-style-type: none"> External networking Resumes provided Data examined to demonstrate track record Principal hiring process Principal transfer procedures/policies </div>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>When NAFC posts leadership positions, we receive numerous applications. Candidates are pursued internally and externally through all avenues including IDOE's job bank, list-serves, and statewide postings, etc.</p> <p>New Albany-Floyd County Schools and S. Ellen Jones leadership is excited by the potential support available through the highly competitive SIG[g] grant award, and pledges their commitment through the 2021--2022 commitment to its effective and successful year of sustainability.</p> <p>All central office instructional leadership members are fully committed to the SIG model and its 5-year implementation plan. Building staff are also fully vested in the strategies proposed within our SIG application, and its potential to significantly impact teachers' instructional practices, students' achievement and overall school culture.</p> <p>Attached Resumes for: Tony Duffy, Director of Title I and Elementary Education Dr. Tamara Swarens, Principal Stacey Meadors, Assistant Principal</p> <p>Tony Duffy, Director of Title I and Elementary Education has served as director of curriculum, instruction, professional development and Title I for over 2 years. Tony has successfully managed several federal grant programs and has a strong understanding of federal compliance requirements.</p>

LEA Capacity Task	Yes	No	District Evidence
			<p>Tammy Swarens is the current principal at S. Ellen Jones and serves as the leader of 250 students. Administrator since 2006 with New Albany-Floyd County Schools, Tammy has implemented numerous positive changes since her first year as principal at S. Ellen Jones in 2012.</p> <p>Stacey Meadors is the current Assistant Principal at S. Ellen Jones and is primarily responsible for Title I, intervention and family involvement.</p> <p>Principal candidates are pursued both internally and externally through all venues, such as national publications, IDOE websites, New Albany-Floyd County Schools websites, etc. While our hope is to successfully build internal capacity for leadership and reward proven leaders, our first consideration is always the selection of highly qualified candidates for leading teachers and meeting students' needs.</p>
<p>3. School Board is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • School Board Assurances • School Board Meeting Minutes from proposal and or discussion • Supports the creation of a new turnaround office (or reorganization if schools are being added to district) with an appointed turnaround leader having significant and successful experience in changing schools 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>New Albany-Floyd County Schools [NAFCS] has received support from the Board of Education to apply for and fully-implement the proposed 1003[g] grant proposal. The Board supports the operational flexibility envisioned within this proposal to allow for implementation of the Transformation Model.</p> <p>Evidence:</p> <p>Board of Education Assurances signed by Board President, Rebecca Gardenour [1003[g] Application]</p> <p>1003[g] Application Assurances signed by Superintendent, Dr. Bradley J. Snyder Director of Title I and Elementary Education, Mr. Tony Duffy Principal, Dr. Tamara Swarens</p>

LEA Capacity Task	Yes	No	District Evidence
			<p>Minutes from the September 18, 2017 New Albany-Floyd County Schools [NAFCS] Board of Education Meeting [attached]</p> <p>Letter of Support [attached]: NAFCS Board President: Rebecca Gardenour</p>
<p>4. The superintendent is fully committed to eliminating barriers, so that staffing, curriculum, calendar, & operational flexibility, allow implementation of selected model</p> <ul style="list-style-type: none"> • Superintendent Assurance • School Board Meeting Minutes from proposal and or discussion • Superintendent SIG Presentation • Creation of a new turnaround office with appointed turnaround leader having significant and successful experience in changing schools 	☒	☒	<p>S. Ellen Jones Elementary and district leadership have received support from Superintendent of New Albany-Floyd County Schools, Dr. Bradley J. Snyder to apply for and fully implement the proposed 1003[g] grant proposal.</p> <p>Dr. Bradley J. Snyder, Superintendent, has submitted and signed his <i>Letter of Support</i>, attached to the district's application. The Superintendent supports the operational flexibility envisioned within this proposal to allow for implementation of the Transformation Model.</p> <p>NAFCS reorganized to increase District support for elementary and middle and secondary curriculum and instruction 8 years ago. This reorganization created Curriculum Directors for each grade span, elementary, middle and high to specifically address the standards, curriculum and assessment needs. At the same time, Literacy Coaches were assigned to each Title I school to support the needs in reading and writing. Two years later, District Literacy Coaches [2] were assigned to support the curriculum.</p> <p>Evidence: LEA Assurances signed by Superintendent, Dr. Bradley J. Snyder [1003[g] Application]</p> <p>Dr. Bradley J. Snyder, Superintendent: Letter of Support [attached]</p>

LEA Capacity Task	Yes	No	District Evidence
			Minutes/ presentation from the September 18th, 2017, New Albany-Floyd County Schools Board of Education Meeting [attached]
<p>5. Teacher's union is fully committed to eliminating barriers, so that implementation, including but not limited to teacher evaluations, hiring, dismissal & length of school day are allowed</p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>S. Ellen Jones Elementary and district leadership have received support from the New Albany-Floyd County Education Association to apply for and fully-implement the proposed SIG grant proposal. A Letter of Support is attached as evidence.</p> <p>New Albany-Floyd County Schools and the NAFC Education Association have a collaborative relationship and effectively work together to improve student achievement.</p> <p>NAFC Education Association is aware of SIG expectations and teachers. Association leadership have committed to eliminate any barriers to allow the full implementation of the Transformation Model, including support to change the school day to offer extended-time learning opportunities at S. Ellen Jones Elementary</p>
<p>6. The district has a robust process to select staff for 1003(g) building</p> <ul style="list-style-type: none"> • Teacher Union Assurance • An outline of amendments to SIG Teacher contracts that will allow for full implementation of the identified model • Principal ownership in staff hiring process • Detailed and descriptive staff hiring process <ul style="list-style-type: none"> ◦ Staff transfer policies & procedures ◦ Staff recruitment, placement & retention procedures 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Located near Louisville, KY and close to the numerous teaching colleges and universities enables a generous pool of teacher applicants. Every year, district level administrators participate in Indiana College and University recruitment fairs to interview new talent. The principal posts open positions on the district website.</p> <p>The principal reviews all applicants, creates an interview committee and selects candidates for interview. At times, a central office staff member is invited to participate in the hiring process. Following interviews, teacher candidates selected as potential finalists are</p>

LEA Capacity Task	Yes	No	District Evidence
			<p>vetted through inquiries to former employers and supervisors.</p> <p>With input from the interview committee and past employers/ supervisors, the principal makes the final decision for hiring teachers.</p> <p>To retain teachers, an onsite mentor is assigned at the building level. The principal provides feedback on a regular basis, after frequent observations and walkthroughs in teachers' classroom. A Title I funded Literacy Coach provides support to teachers: effective delivery of content, pedagogy, and modeling instruction and other specific needs.</p> <p>First year teachers participate in new teacher meetings, receive year-long PD training, and receive support from an experienced mentor. Internal district leaders and external providers with expertise provide PD to support school and district initiatives. Collaboration time is embedded in the schedule, as well as monthly data meetings that are critical for new teachers as well as veteran teachers.</p> <p>The district provides every teacher with a computer, enabling their immediate access to data and resources, and to efficiently communicate with colleagues, students and families. Teachers and their families also can participate in the district's health care and benefits.</p> <p>The district's relationship with the education association fosters good will and contributes to staff retention.</p>
7. District has process for monitoring & supporting the implementation of the selected improvement model. District's process includes, at minimum, the required pieces:	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>Monitoring of SIG Programming and Implementation: Monthly meetings with Director of Elementary, Principal and as determined, District Literacy Coach, Building Leadership</p>

LEA Capacity Task		Yes	No	District Evidence
<ul style="list-style-type: none"> • Monthly Monitoring of SIG Programming & Implementation • Evaluation System for Programming & Implementation of SIG • Data Review Plan 	<ul style="list-style-type: none"> • Special Populations Review Plan • Fiscal Monitoring Plan • Timeline & Responsible Parties for all above plans 			<p>Team and Grade Level Teams to review implementation and monitoring data. In addition to conducting principal observations & performance evaluations, the Director of Title I and Elementary Education continuously monitors the work of SEJ administrators & teachers, onsite, to observe leadership and instructional practices and to provide guidance and support as needed</p> <ul style="list-style-type: none"> * SIG-specific programming and implementation monitoring will be intentionally monitored by Director for Elementary a minimum of monthly basis. Site observations will occur bi-weekly, as will financial oversight meetings. * The leadership mentor [Dr. Roos] will provide feedback to the Director of Title I and Elementary Education to offer observations and actionable feedback for improving implementation of the SIG interventions/ initiatives. * Established Infrastructure: <ul style="list-style-type: none"> * Instructional Calendars/ Maps: The District provides updated Curriculum pacing and planning guides that are aligned with the INCCRS and used by teachers to develop their informal formative assessments. Teachers are expected to use the maps to establish the instructional focus for each day's daily learning target. Principal walkthroughs, professional development, collaboration, coaching and sharing of best practices support quality instruction aligned to INCCRS. * District Assessments and Timelines: District-wide, formative and performance-based assessments aligned to INCCRS, and CFA, inform our progress across the school year. After the administration of those assessments, principals convene Data Meetings where grade levels analyze

LEA Capacity Task	Yes	No	District Evidence
			<p>[teacher and group] data results including special populations [subgroups]; look for patterns to determine curriculum adjustments needed; track individual student progress [update Data Wall]; and adjust instruction/ groups.</p> <p>* Professional Development Calendars: All principals develop a professional development calendar at the beginning of each year. These calendars are flexible and adjustments are made based on needs identified through observations, data and teacher requests. Documentation of professional development is maintained at each school.</p> <p>Evaluation System:</p> <ul style="list-style-type: none"> • NAFC Teacher Effectiveness System [Performance Management System] will support the effective implementation of SIG[g]. Principals will continue to conduct hallway walks, instructional walkthroughs, and conduct announced and unannounced teacher evaluations. • NAFCS will ensure that all SEJ evaluation data results, aligned to this proposal and described within its established goals for Achievement Indicators and Leading Indicators, will be collected, analyzed and accurately reported to IDOE by required due dates • Review and analysis of formative assessment results [e.g., CFA and other district checkpoint assessments] and district monitoring data reviews, will enable leadership to track progress and make needed adjustments to achieve successful implementation results. • Annual performance measures [Academic Indicators and Leading Indicators] are collected and analyzed, prior to submissions to IDOE, to inform necessary

LEA Capacity Task	Yes	No	District Evidence
			<p>programmatic changes needed to improve results</p> <p>Data Review Plan and Special Populations Review Plan</p> <ul style="list-style-type: none"> • NACF's and SEJ Continuous Improvement Plan follows the 8-Step process [Rick DuFour]. This process helps teachers and collaborative teams [PLCs] understand how to use data to form instructional groups and meet the instructional need of our lowest-performing subgroups and special populations • From daily principal walkthroughs, weekly collaboration with grade-level meetings with grade-level teams to the Director of Title I and Elementary Education onsite, multiple routines are in place to provide oversight and supports. • On a weekly basis, the principal, behaviorist, guidance counselor, and school-home outreach coordinator review suspensions, referrals and attendance/tardiness to look for patterns of behavior and ascertain adjustments needed to reduce student disruptions. Findings are shared with teachers. • With routine monitoring of data in place, formalized reviews by the Director of Title I and Elementary Education will occur monthly. <p>Timeline and Responsible Person/ Parties</p> <ul style="list-style-type: none"> • Timelines and responsible person/ parties for every funded element of this SIG proposal are described throughout the detailed charts in Part 6 of this 1003[g] application <p>Fiscal Management and Accountability:</p> <ul style="list-style-type: none"> • NAFCS uses Indiana SBOA fiscal control and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under

LEA Capacity Task	Yes	No	District Evidence
			<p>the sub-grant, including proper accounting of time and attendance for SIG paid staff; the use of the federal funds to supplement, and not supplant, state and local funds, and maintenance of effort.</p> <ul style="list-style-type: none"> • Detailed budget reports are up-to-date for resource (code), sorted by resource and object code, with totals for each major object code; the adopted and working budget, encumbrances, and actual revenue and expenditure details to date. Report or listing of contracted services charged to SIG that contains the start and end dates, the NAFCS's local board approval date, the vendor name, the contract amount, and the contract payment NAFCS Schedule. • Time-accounting records, e.g., semi-annual certifications; personnel activity reports for all SIG funded employees. Documentation of physical check of inventory within the past two years reconciled with inventory records. Inventory records of items purchased with state or federal categorical SIG funds that include all requirements. • Report of expenditures of SIG funds to date for NAFCS and NAFCS School that indicate major object and sub codes for the appropriate resource codes. • At a minimum, on a bi-monthly basis, the Director of Title I and Elementary Education will meet with the chief financial officer to track SIG expenditures, prepare and monitor contracts, process claims and invoices and ensure compliance with State and Federal fiscal expectations [reasonable, allocable, and necessary] • Financial reports required by the IDOE will be submitted on a timely basis and completed with accuracy

Instructions: In compliance with Uniform Grants Guidance §200.205 LEAs must complete a risk assessment. Please provide district explanation and/or evidence for each yes/no response below.

LEA Risk Assessment Task	Yes	No	District Explanation and/or Evidence
1. District has effective procedures and controls in relation to how the SIG program will be run.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	NAFCS has experience administering federal funded grants and adheres to expectations in conjunction with the grants.
2. Specific district staff will be assigned to the SIG program, and this staff has experience working with federal programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The Director of Title I and Elementary Education and building administrators have experience with Federal Grants (Title I, II, etc.)

<p>3. School's SIG plan addresses needs of all students and subgroup populations.</p>	<input checked="" type="checkbox"/>	<p>The plan addresses the overall needs of the school, as well as special consideration for our special education, F/R lunch, and gender subgroups. The plan focuses on using different instructional strategies, making data-informed decisions, and providing resources to subgroups that have a need. Meeting the needs of all learners is at the very heart of this SIG grant proposal. SEJ's overarching goal is to ensure that each student demonstrates significant growth and increased performance on the more rigorous Indiana College and Career Ready Standards and aligned State assessments. Needs assessment findings repeatedly pointed to weaknesses in our ability to appropriately engage student---both individually and collaboratively; to differentiate learning [most especially for children of poverty]; and to ensure that teaching and learning could, in fact, occur with significantly fewer behavioral disruptions.</p> <p>The S. Ellen Jones SIG intervention plan is all about addressing these leadership, instructional and student/ subpopulation needs.</p> <p>We will support teachers' work to transform classroom instruction using strategies, tools and practices that personalize and differentiate learning, engage and motivate students, reduce behavior disruptions, and result in the increased academic achievement of all learners in these ways:</p> <ul style="list-style-type: none"> • Instructional coaches in reading and math will support teachers
---	-------------------------------------	---

			<p>during a master schedule for 90-minutes of reading and 60-minutes of math; facilitating teachers' effective use of proven strategies, routines, procedures and purposeful work [i.e., gradual release of responsibility; small group, guided instruction; use of technology to personalize and differentiate learning; use of complex and challenging text; use of higher level thinking].</p> <ul style="list-style-type: none"> • Extended-learning time will be provided for all students in an engaging afterschool program that supports students who are struggling, enrichments for all student growth, and activities to support development of social skills and peer relationships • Summer school learning time will be provided for all entering gr. 3 & 4 students to give students a "jump start" for the year • Through after-school [and PLCs] teacher collaboration time, PD will provide teachers opportunities for: leadership development, comprehensive instructional reform; and developing and increasing teacher and school leader effectiveness. • A full-time interventionist will work daily to provide small group instruction to those students who are performing below grade level in reading and math. • A full-time behaviorist will work collaboratively with staff to support recurring, high behavioral and mental health needs of students, through counseling, small-group
--	--	--	--

			<p>and individual behavioral support sessions.</p> <ul style="list-style-type: none"> • A full-time home-school outreach coordinator will work collaboratively with staff and the behaviorist to increase attendance and recurring tardiness, through individual and small groups support; provide parents training linked to the goals of the SIG interventions and goals; and link families to needed resources. • A full-time early childhood teacher and teaching assistant will provide a full-day preK program for 4 year olds using an age- and developmentally appropriate curriculum and assessment system that will be used to guide practice, improve programs, and inform kindergarten readiness. The teacher will regularly communicate learning objectives to families/ parents which are aligned to the IN Early Learning Foundations. The teacher and teaching assistant will have opportunities for developing and increasing teacher & school leader effectiveness, and comprehensive instructional reform
4. School has a system in place for parent notification and involvement of SIG planning and implementation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<p>S. Ellen Jones Elementary uses social media, newsletters, parent workshops, and other forms of communication to notify and involve our parents in parent involvement activities as well as the opportunity for the SIG grant application process. We used Open House/ Back-to-School Night to share information as well.</p>

5. District has not had any significant findings in the last three years from State Board of Accounts (SBOA) or Onsite Consolidated Federal Monitoring.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The district has not had any significant findings in the last three years.
6. District has not been in excess carry-over anytime in the last three fiscal year cycles.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The district has not had excess carry-over funds in the last three cycles.

Part 11: Budget

Instructions: The budget will be completed in a separate Excel workbook for all years of funding. Once approved by IDOE, this budget will serve as the operating budget for the duration of the grant, unless otherwise amended and approved by IDOE. Complete the budget spreadsheet for each year of SIG, the district sustainability budget, and the district funding alignment. (Total funding tab will populate on its own. You do not need to complete this tab.)

Budget spreadsheets should be completed and turned in with the full application at 1003g@doe.in.gov.